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ABSTRACT

This activity book highlights recent changes in international political and economic systems of the world. Teachers of geography, history, economics, political science, current issues, foreign languages, and journalism will find these activities useful in integrating the "State of the World Atlas" into their curriculum. Two introductory activities familiarize the students with the features of the "Atlas" and address recent changes. The rest of the activities are divided into four sections. The first section uses an area studies approach to address various sections of the world. Activities focus on geopolitical and cultural groupings of nations. Stereotypes, similarities and differences, and interrelationships among the nations are explored. The second section keys on global issues such as human rights, the global environment and trade. In the third section, students apply research skills to the "Atlas" as a whole, learning that caution must be used with data collected by governments and presented by authors with a definite perspective. The fourth section integrates the use of the 1995 "State of the World Atlas" with several other specialized atlases produced by Simon and Schuster: "The State of Religion"; "The State of Health"; and "The State of the Earth." These activities do not require full classroom sets of the specialized atlases and could be used as enrichment activities for individual students. (EH)

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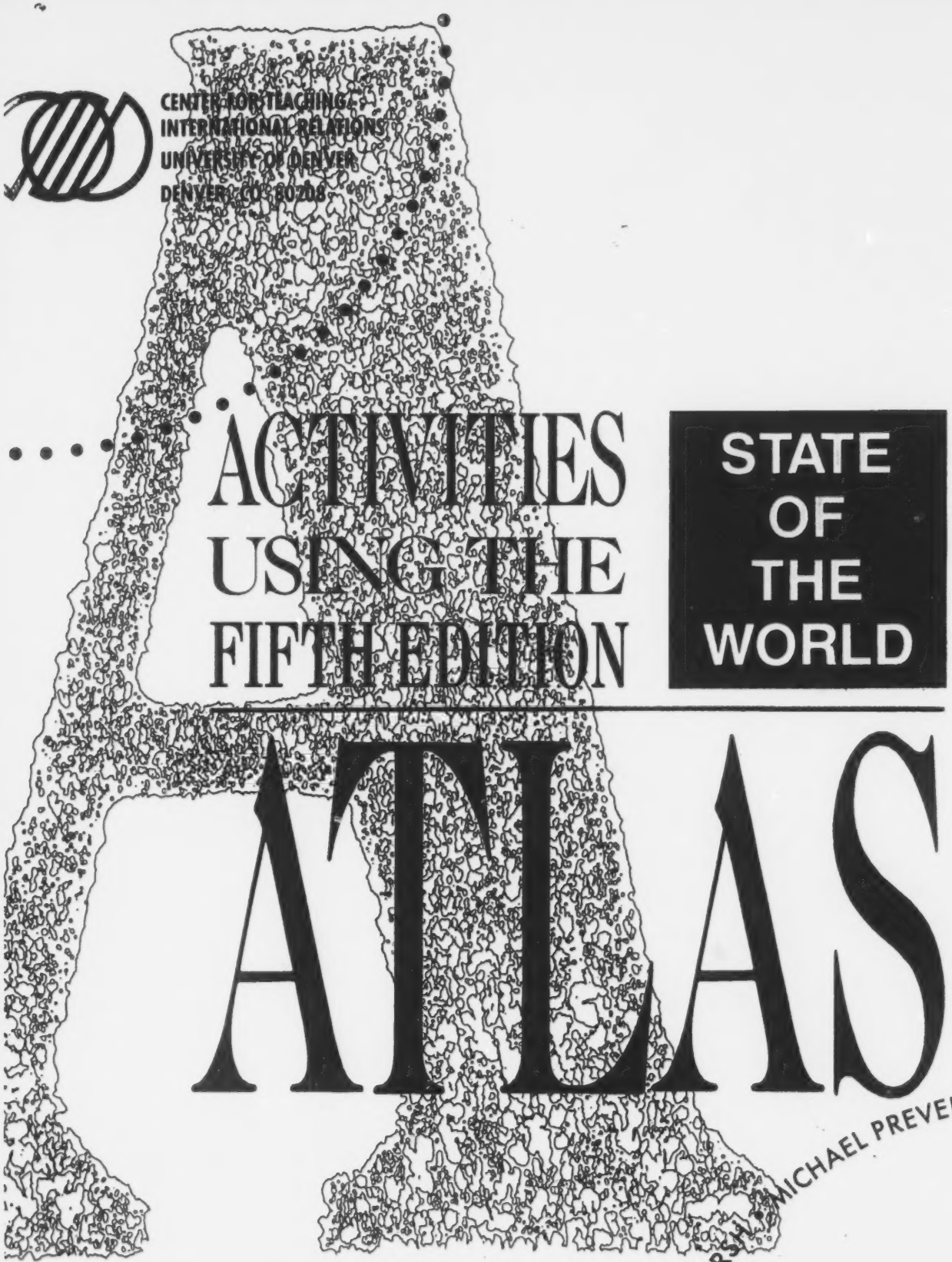

ACTIVITIES USING THE FIFTH EDITION

STATE OF THE WORLD

ATLAS

HEIDI HURST • MICHAEL PREVEDEL

ACTIVITIES USING THE STATE OF THE WORLD ATLAS

5TH EDITION

Heidi Hursh
with Michael Prevedel

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CTIR activity books are designed to be used as supplements to teachers' existing curricula, and to offer varied and different information, perspectives, and pedagogies than are often contained in standard curricula. Some books, however, offer a presentation of activities in a sequential manner, and can be used as "mini" curricula, according to teacher and school needs.

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INTRODUCTION

The State of the World Atlas (Michael Kidron and Ronald Segal, Simon and Schuster, 1995) has become one of the most exciting resources to use in the classroom, particularly because of the visual impact of its maps. Students enjoy just browsing through it and using it as a reference for specific information. The activities in this book have been completely revised to reflect changes in the 1995 edition of the Atlas. Teachers of geography, history, economics, political science, current issues, foreign languages, and journalism will find these activities useful in integrating the Atlas into their curriculum.

Organization: Two introductory activities familiarize the students with the features of the Atlas and highlight recent changes in international political and economic systems. The rest of the activities are divided into four sections, the first of which uses an area studies approach. A variety of activities focus on geopolitical and cultural groupings of nations. Stereotypes, similarities and differences, and interrelationships among the nations are explored. The second section keys on a number of global issues such as human rights, the global environment, and trade. In the third section, students apply research skills to the Atlas as a whole, learning that caution must be used when dealing with data collected by governments and presented by authors with a definite perspective.

New Feature: This edition of the Activities book contains a fourth section with activities which can be used to integrate the use of the 1995 edition of The State of the World Atlas with several other specialized atlases produced by Simon and Schuster: The State of Religion, The State of Health, and The State of the Earth. These activities do not require full classroom sets of the specialized atlases and could also be used as enrichment activities for individual students.

Skills: All activities involve the use of more than one map and are structured to reinforce higher level cognitive skills. Rather than using the Atlas to locate a set of isolated facts, students are encouraged to compare, analyze, and to ask questions that may lead to further study in other sources. A number of activities can be used to reinforce the geographic themes of location, place, region, movement, and interaction between humans and their environment.

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INTRODUCTORY UNIT

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INTRODUCING THE STATE OF THE WORLD ATLAS

Introduction

To familiarize students with the organization and wide variety of information in the Atlas, this activity is designed as a puzzle. In order to successfully complete the puzzle, the student must use the various Maps as well as the Contents, World Table, Notes, Sources, and Index.

Objectives

Students will be able to:

- Locate information in The State of the World Atlas by using the various reference aids provided.
- Interpret the maps and written data in the Atlas.

Grade

7-12

Time

One to two class periods

Materials

Handout #1, "Introducing The State of the World Atlas"

Procedure

1. Distribute copies of The State of the World Atlas to each student or pair of students. Allow them to examine it freely for a few minutes. Brainstorm ways in which the Atlas could be used in the particular subject the class is studying. Ask them to list people other than students who might find a use for the Atlas (e.g., government officials, bankers, manufacturers, journalists, church groups).

2. Review the location and use of each of the following parts of the Atlas:

- Contents, Maps, World Table, Notes, Sources, and Index

3. When students have answered all sixteen questions, briefly check their answers for accuracy. Discuss any discrepancies or problems in locating information.

4. Discuss the meaning of the secret phrase "frame of reference" in the context of this statement: The State of the World Atlas provides a frame of reference for the changing pattern of world events." Emphasize that the Atlas represents a view of the world at a particular point in time, and that it is like one frame in a moving picture. It should not be viewed as a source of definitive information, but as a starting point, a basis for comparison. It should raise as many questions as it answers.

The authors of the Atlas, as evident in their choice of titles for the maps and in their selection of data, have a definite point of view. Students and teachers should be aware of this point of view when using the Atlas and

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should, whenever possible, consult other sources which might present a different perspective.

5. Ask students to complete the handout by writing a paragraph using examples from the Atlas to explain its role as a "frame of reference."

Key to Handout #1, "Introducing The State of the World Atlas"

1. Food
2. Reforestation
3. Accidents
4. Military
5. Energy consumption and energy use per head
6. Over 65
7. First
8. Refugee
9. Exporters
10. Fix
11. Europe
12. Rwanda
13. Expectancy
14. National Science Foundation
15. Censorship
16. Ethiopia

SECRET PHRASE: F R A M E O F R E F E R E N C E

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INTRODUCING THE STATE OF THE WORLD ATLAS

This puzzle will give you a chance to get to know one of the most interesting new reference books available. Your task is to find the answer to each of the questions below using the Contents, Maps, World Table, Notes, Sources, and Index of the Atlas. Locate each of these features before you begin to solve the puzzle.

Directions: Write your answers in the blanks provided. Circle the first letter in each answer and write that letter in the corresponding blank of the secret phrase on page 2.

1. Map #33 shows which world nations have the greatest _____ power.

2. The trees on Map #2 represent nations which lead the world in

_____.

3. On page 13 of the Atlas there is a list of fatal radiation _____.

4. Use Map #30, "Muffled Voices", to determine the political system in

Nigeria. _____

5. Use the Contents to find the topic of Map #4, "The Guzzlers."

_____

6. According to the World Table on page 128, 4 % of Mexico's total population is

_____ _____.

7. On Map #15, the candle symbols show countries in which more than one

in ten infants die before their _____ birthday.

8. The Notes to Map #42 include the official definition of a
_____:

"...a person must have crossed a recognized interstate boundary in his or her flight and also be in need of assistance and protection."

9. According to the chart on Map #33, the United States, France, and Canada are

the world's largest _____of cereals (grain).

10. Use the Index to find the map on global drug production and

consumption. What is its title? "The Golden _____".

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11. The continent with the lowest natural increase in population is _____.

12. According to the key for Map #21, which African nation has only 2 % of its labor force in industry? _____

13. The map entitled "The Quantity of Life" shows statistics on life _____.

14. What foundation is the source of the data used for Map #37, "Science Power"? _____(Note that you can get complete information on each source in the Sources section at the back of the Atlas).

15. The topic of Map #47 is state _____of citizen freedoms.

16. On Map #50, which is the only African nation that was independent before 1800? _____.

SECRET PHRASE:

QUESTION # __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

To check the accuracy of your answers to Questions 1-16, read the following excerpt from the 1984 edition of The State of the World Atlas:

"The State of the World Atlas was born out of a desire to treat the major issues of our time in an easily accessible and coherent form. [It] identifies subjects of public concern; provides a frame of reference for the interpretation of events; and explains connections."

What help do the authors wish to provide interpreting today's changing patterns of world events? a _____ of _____
(Your answer should be the same as the secret phrase).

Written Summary:

Using at least 3 examples from the maps in the Atlas, write a paragraph explaining the meaning of the secret phrase.

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THE WORLD OF THE 90S:
CHANGES IN THE STATE OF THE WORLD

Introduction

This activity has been added to draw the students' attention to recent changes in the global system-changes that have affected the lives of individuals, corporations, and governments. The activity is organized around the six themes of the 1995 edition of the Atlas: Numbers Game; Intimations of Mortality; People; Work and Business; The State; and Holds on the Mind. Students are encouraged to make connections between the data included in the Atlas and current news articles.

Objectives

Students will be able to:

- Identify specific environmental, social, economic, and political changes during the decade of the 90s.
- Analyze data in each section of The State of the World Atlas which indicates significant change.
- Locate news articles related to one or more of the changes shown in the Atlas.

Grade

7-12

Time

Two class periods

Materials

Handout #2, "The World of the 90s: Changes in the State of the World"
Newspapers and/or news magazines
Outline map of world with political boundaries (optional)
Butcher paper and markers (optional)

Procedure

1. Explain that this activity will be focused on changes that have taken place in the world during the past ten years, particularly as they are reflected in the maps and charts of The State of the World Atlas. Encourage the students to think of this time span of ten years in personal terms, i.e., changes that have taken place since they first started school. Brainstorm a variety of changes that have affected the "state of the world." Encourage students to think of change in global terms rather than in relation to just one nation or area of the world.

2. On a piece of butcher paper or the chalkboard, record all student responses and then categorize them according to the six themes of the Atlas:

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- Numbers Game (new nations, breakup of the Soviet bloc)
- Intimations of Mortality (the global environment) People (population, health, education, etc.)
- Work and Business (labor force, employment, corporations, etc.)
- The State (government systems, forms of power, conflict)
- Holds on the Mind (human rights)

3. Review the students' list of changes and discuss why they may have listed many examples for one theme (i.e., the global environment) and few for others. Ask them to give reasons why we are more conscious of some types of change than we are of others.

4. To model the procedure for the activity, distribute copies of the Atlas and ask students to complete Part A based on Map #50, "Addition and Division." Explain that this map shows the age of each recognized world nation, and that the students should focus on those nations which have become recognized since 1990.

5. Using the key, review the answers to Part A (if there is time, or as a homework assignment, you may choose to have the students shade in a world outline map to show the new nations since 1990). Discuss any connections the students can make with news events and/or emigration to the United States from the areas affected by political change. Be sure to note that although some nations such as Russia, the Czech Republic, and Bosnia-Herzegovina are newly recognized, they did have a political identity during an earlier historical period.

6. Split the class into groups of 3-5 students. Assign each group one of the following sections of the Atlas:

- Intimations of Mortality (environment) - Maps #1-6
- People (social indicators) - Maps #7-20
- Work and Business (economic) - Maps #21-29
- The State (political) - Maps #30-44

* Note that the last section, Holds on the Mind (human rights) - Maps #45-49, are difficult to adapt to this activity. Unless the students are very resourceful, they will have difficulty doing it. It is recommended that you use the first four sections only. If the class is large, assign the same section to more than one small group.

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7. Review the directions for Part B, giving some clues, if necessary, for which maps in each section would be easiest to use for recent change. Explain that their answers may be based on change in a region or in individual nations, using the examples on the handout as illustrations.

8. There are two teaching strategies for Part C, depending on the time available and the learning style of the students:

a. Set up groups of four, including one representative of each section of the Atlas. Direct the students to write their connections on their individual handouts, encouraging them to write as many as they group can brainstorm in the time allotted.

b. Have each Part B group write their changes on large sheets of butcher paper. Post the lists and develop a class list of connections through large group discussion. Have the students record the answers of their handouts.

9. Assign students to locate and clip news articles on the changes identified in the activity. If possible, make a classroom display of the articles, using the titles of each Atlas section and/or a world map.

Key to Handout #2, "The World of the 90s: Changes in the State of the World"

Part A

1. Accept any 10 of the following:

- Armenia
- Azerbaijan
- Belorussia
- Estonia
- Georgia
- Kazakhstan
- Kirgistan
- Latvia
- Lithuania
- Moldova
- Russia
- Tajikistan
- Turkmenistan
- Ukraine
- Uzbekistan

2. Namibia

3. Eritrea

4. Yemen

5. Czech Republic and Slovakia

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6. Yugoslavia; The parts into which it split are Bosnia-Herzegovina, Croatia, Macedonia, Slovenia, and Yugoslavia (Serbia)

7. 23 new nations have been recognized since 1990.

8. In March, 1995, there were a total of 184 internationally recognized nations.

9. Accept any of the following answers:

- Canada (Quebec)
- India (Sikhs)
- Indonesia
- Israel/Palestine
- Morocco/Spanish Sahara
- Spain (Basques)
- Civil wars in Sudan, Somalia, Liberia

10. Hong Kong to China, North and South Korea, Taiwan to China.

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THE WORLD OF THE 90S: CHANGES IN THE STATE OF THE WORLD

The 1995 edition of The State of the World Atlas highlights many changes that have taken place in the world during the past ten years. In this activity you will be examining the maps in the Atlas to identify these changes.

Part A - NUMBERS GAME: NEW WORLD NATIONS

Directions: One of the most obvious changes in the state of the world is the number of new nations which have been officially recognized since 1990. Use Map #50, "Addition and Division," and the Notes on page 154 to answer the following questions. You may need to check a wall map or desk atlas to get the full names of some of the nations abbreviated on Map #50.

1. Name at least 10 of the republics which were previously part of the Soviet Union and are now recognized as independent nations: (Total = 15)

_____

_____

_____

2. Which nation in Southwest Africa received full independence after being under the control of South Africa for many years? _____

3. Which nation in East Africa broke off from Ethiopia to form its own nation?

_____

4. Which nation on the Arabian peninsula was formed by combining two previously separate states? _____

5. Which Eastern European nation split to form two separate republics? Name the former nation and the two new nations: _____;

_____ and _____.

6. Which former Eastern European nation has split into five separate nations, leading to one of the most destructive ethnic conflicts of the 90s? Name the former nation and the five new nations. _____;

_____

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7. How many new nations have been recognized since 1990? (See Notes) _____

8. What is the total number of internationally recognized nations in March 1995? _____

9. Give two examples of nations which the authors predict might disintegrate to form separate nations in the near future: _____,

_____

10. Which seem to be moving in the opposite direction--toward unification?

_____

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Part B - ENVIRONMENTAL, SOCIAL, ECONOMIC, AND POLITICAL CHANGES

Directions: For this part of the activity, you will be working in a small group. Each group will be assigned one of the sections of The State of the World Atlas. Write down the title of your section and the map numbers below:

Section: _____ Maps # _____ - _____

1. Using the Contents, list at least 5 topics covered by the maps in your section. (Do not just list titles). Star the topics that your group predicts will show the greatest changes during the next 10 years.

_____ _____ _____

_____ _____ _____

_____ _____ _____

2. Using the maps in your assigned section, find examples of change from the 1980s to the 1990s. (Note: Many maps indicate whether a percentage is ***rising*** or ***falling***. These would be good examples of change). You may note change in a region or in an individual nation if you think it is important to the state of the world.

Examples:

Many new nations recognized since 1990 are in Europe.
The annual rate of inflation in Ukraine in 1992 was 1445%.

Changes in the 1990s

Record the changes you found. Be as specific as possible and record the number of the map you used for each example.

Map #	Change
1. _____	_____
	_____
2. _____	_____
	_____

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3. _____ _____

_____

4. _____ _____

_____

5. _____ _____

_____

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Part C - CONNECTIONS

In Part B, you looked for changes in only one section of the Atlas -- environmental, social, economic, or political. However, we know from experience that changes are interconnected. The collapse of the Soviet Union politically led to many other changes, such as inflation in Ukraine. In this part of the activity, you will be coming up with connections between the changes found by your group and those found by students working on other sections of the Atlas.

Directions: Brainstorm as many connections as you can between the changes taking part in each section of the Atlas. You may also make connections with the information on new nations in Part A. Record these connections below, including the map numbers.

Example: Guatemala's population is increasing very rapidly (Map #7), which probably makes unemployment (30-40%) a more serious problem (Map #25).

1. _____

2. _____

3. _____

4. _____

5. _____

(Keep going--find as many as you can!)

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Part D - CHANGES IN THE NEWS

The State of the World Atlas is not only current for 1995 – it also predicts what might happen next. The information in the Atlas can help you to understand events and issues currently in the news.

Directions: Find a current news article on one or more of the changes identified in this activity. Attach it to your handout or post it on a display in your classroom.

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AREA STUDIES

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LATIN AMERICA: CHECKING OUR PRECONCEPTIONS

Introduction

One of the first steps in learning about another culture is to check our preconceptions against current data. Some of these preconceptions turn out to be correct, but we often find that we are carrying around outdated images, misconceptions, or stereotypes which need to be revised through further study. This activity offers the student a chance to check his/her preconceptions about Latin America. The statements include some common misconceptions as well as some interesting facts which would motivate further inquiry in other sources. The concept of diversity within Latin America is a central theme which should be emphasized in the debriefing.

Objectives

Students will be able to:

- Interpret data from maps as a check on preconceptions about Latin America.
- Analyze statistics from a variety of maps and make conclusions about the standard of living in Latin America.
- Identify examples of diversity in Latin America.

Grade

7-12

Time

One to two class periods

Materials

Handout #3, "Latin America: Checking our Preconceptions"
The State of the World Atlas

Procedure

1. Ask students what they had expected their school to be like (or class, city, etc.) before they arrived the first day. What were their sources of information? How accurate did they turn out to be? What mistaken or exaggerated ideas did they have? How did these ideas change? Relate this discussion to ways in which we learn about other cultures. Ask for examples of mistaken or exaggerated ideas that the students had about other cultures and how these ideas have changed.

2. Distribute Handout #3, "Latin America: Checking our Preconceptions". Explain that the statements on Part A are either true or false. Students will have a chance to check their preconceptions against one source of information, but first they must guess, based on what they now know or believe, whether each statement is true or false. These answers go in the column at the left marked PRETEST.

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3. Distribute copies of The State of the World Atlas to each student or pair of students. Review the directions for Part A at the top of the handout, pointing out that there are three things to do for each statement--deciding whether it is true or false based on the evidence, listing the number of the map, and rewriting false statements to make them true. Remind students to make use of the Contents and Index to locate maps. Provide map numbers if necessary.

4. Check student answers to Part A with the answer key. Discuss the way in which each answer was located as well as the implications of the answer itself. If students had difficulty deciding on whether an answer was true or false because of the range of data on the maps, introduce the concept of diversity in Latin America and tell them to choose the best answer to reflect most nations in Latin America. Ask students which answers surprised them most and discuss reasons for their misconceptions or lack of information. What questions were raised that need to be answered by other sources?

5. Ask students to complete Part B by defining what constitutes a standard of living and by analyzing the maps which contain that information.

6. Check student answers to Part B, asking for specific data to back up their conclusions.

7. Discuss the concept of diversity in Latin America as it applies to standard of living, language, politics, and other topics which will be included in a further study of the region. As a class, list examples of diversity within Latin America based on evidence from the Atlas.

Key to Handout #3, "Latin America: Checking our Preconceptions"

Part A

1. True, Map #7. Although the map shows a range of growth rates, the doubling time for the region is less than 50 years.

2. True, Map #38. Latin America as a region spends less on the military than all other world regions.

3. False, Map #33. Although they are agricultural countries, most Latin American nations must import grain (cereals) to feed their people. (In many cases this is because they use agricultural land to grow cash crops for export).

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4. True, Map #11. Purchasing power per person is used by the authors instead of the more commonly used GNP/capita.

5. True, Map #11. Brazil, Chile, Guatemala, Honduras, and Panama all have a greater rich/poor gap than any Asian nation.

6. False, Map #14. No Latin American nation has an illiteracy rate over 50%. Guatemala, Haiti, and Nicaragua are the only countries in Latin America with an illiteracy rate over 30%.

7. True, Map #9. Most nations in Latin America have life expectancies longer than 65 years, while in many African nations life expectancy is less than 55 years.

8. False, Map # 6. Most nations in Latin America are over 60 percent urban. Note the four Latin American cities among the world's largest cities on the chart.

9. False, Map #6. Sao Paulo is the most rapidly growing city in Latin America.

10. False, Map #28. Only Bolivia and Peru are drug producers, although Colombia is a drug processor and most others serve as conduits for the drug trade.

Part B

The 1995 edition of The State of the World Atlas includes a map on the "Quality of Life" (#10). The index used is based on life expectancy, education, and income. Other maps which could be used include #9, 11, 12, 14, 15, 16, 18, 20, 25, 33, and 44.

Answers will vary, but make sure they are supported by specific data and that the meaning of a standard of living is clearly understood. Students should be cautioned that the index represents an average in the country, which may mask a large gap between the standard of living of the rich and poor in that country.

Highest - Argentina, Bahamas, Barbados, Chile, Colombia, Uruguay, Venezuela, and others if supported.

Lowest - Belize, Bolivia, El Salvador, Guatemala, the Guianas, Haiti, Honduras, Nicaragua, Paraguay, Peru.

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LATIN AMERICA: CHECKING OUR PRECONCEPTIONS

Part A

Directions: Answer TRUE or FALSE. Fill in the column at the left (PRETEST) before looking at the Atlas. Then find evidence on one of the maps in the Atlas to indicate whether the statement is TRUE or FALSE. Write that answer in the second blank (ANSWER). Then list the map number you used. If the statement is FALSE, rewrite it to make it accurate based on the information in the maps.

PRETEST ANSWER

____ ____ 1. The population of Latin America will double in less than 50 years. Map # _____

_____

_____

____ ____ 2. Latin America, as a region, spends less on the military than any other world region. Map # _____

_____

_____

____ ____ 3. Because they are agricultural countries, most Latin American nations grow enough grain (cereals) to feed their people. Map # _____

_____

_____

____ ____ 4. In general, average income (purchasing power per person) in Latin America is higher than in Africa and Asia. Map # _____

_____

_____

____ ____ 5. There is a greater gap between the richest and poorest in many Latin American countries than in most Asian countries. Map # _____

_____

_____

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PRETEST ANSWER

____ ____ 6. Over half the population of Latin America is illiterate. Map # _____

____ ____ 7. Average life expectancy in Latin America is longer than in Africa. Map # _____

____ ____ 8. Most people in Latin America live in rural areas. Map # _____

____ ____ 9. Mexico City is the most rapidly growing city in Latin America. Map # _____

____ ____ 10. Most Latin American countries are drug producers. Map # _____

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STANDARD OF LIVING

Part B

Directions: Choose three nations of Latin America which seem to have the highest standard of living. Support your choices with specific data on these nations from at least three maps.

Highest Standard of Living	Supporting Evidence from Maps (List Facts and Map #)
1. _____	_____
	_____
2. _____	_____
	_____
3. _____	_____
	_____

Directions: Choose three nations in Latin America which seem to have the lowest standard of living. Support your choices with specific data on these nations from at least 3 maps.

Lowest Standard of Living	Supporting Evidence from Maps (List Facts and Map #)
1. _____	_____
	_____
2. _____	_____
	_____
3. _____	_____
	_____

Debriefing: What reasons might you give for the relative strengths and weaknesses of these nations? What do the richer ones have? What problems do the poorer ones have?

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SOUTH ASIA: A REPORT CARD

Introduction

The nations of South Asia have faced serious socioeconomic problems since independence. This activity explores some of these problems using the analogy of a report card. Students are asked to "grade" each nation's present performance, based on specific criteria. In debriefing the activity, there is a discussion of other factors which must be considered in a fair evaluation--background, relative progress over a period of time, and socio/cultural/geographic factors which may influence progress.

Objectives

Students will be able to:

- Locate information on maps in the Atlas related to a set of socioeconomic problems in the nations of South Asia
- Evaluate the success of South Asian countries in solving these socioeconomic problems
- Discuss the influence of other factors which must be included in a fair evaluation

Grade

7-12

Time

One to two class periods

Materials

Handout #4, "South Asia: A Report Card"
The State of the World Atlas

Procedure

1. Ask students to describe the basis on which they are graded in school. They will probably mention things like tests, homework, even whether or not the teacher likes them. Accept all answers and write them on the board. Then, in a second column, ask students to list ways in which they would "grade" the progress of a developing country. Ideas such as visiting the country and using statistics should come up. Ask which would be easiest to measure (like a math test). Typical responses probably will be that visitors would get a very subjective impression, other leaders might be biased in their opinions, but statistics would be easiest to measure.

2. Distribute copies of Handout #4, "South Asia: A Report Card" and The State of the World Atlas. Tell students that they are going to have a chance to "test" and "grade" the nations of South Asia based on how well they are solving six problems of development. Review the directions on the handout through Question #2. Give the students time to complete the map and chart.

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3. Review the data and grades on the students' charts. Make sure that they judged the data in the proper direction (e.g., high population growth rates and high illiteracy rates are bad, while a high per capita purchasing power is good). Discuss reasons why some students graded lower than others. Did they judge South Asian countries in relation to the rest of the world, which would result in low scores for most of the nations of the region? Make as many analogies to the students' school experiences as possible (e.g., skill deficiencies handicapping progress, ability tracking, problems in one area leading to problems in others). Issues will probably be raised that will lead naturally to Question #3 on the handout.

4. Raise the whole issue of fairness which is central to question #3. Then ask students to write down their ideas and share them. At this point, students should be raising more questions than can be answered by the Atlas. Encourage hypothesizing and, if possible, research in other sources.

Follow-Up

Have students design a new way of evaluating the progress of developing nations.

Key to Handout #4, "South Asia: A Report Card"

	COUNTRIES					
Problem	India	Pakistan	Bangladesh	Sri Lanka	Nepal	Bhutan
Rapid Pop Growth (Map #7)	2-3%	over 3%	2-3%	1-2%	2-3%	NA
Low Per Capita Income (Map #11)	$1000-2000	$1000-2000	>$1000	$2000-4000	>$1000	>$1000
Illiteracy (Map #14)	50-70%	50-70%	50-70%	10-30%	<70%	<70%
Insufficient Diet (Map #12)	100-110%	90-100%	80-90%	100-110%	100-110%	120%
Adequate Housing/ Water Supply (Map #9)	NA	1/3-2/3	NA	1/3-2/3	1/3-2/3	NA
Poor Health Care (Map #9)	55-65yrs	55-65yrs	45-55yrs	65-75yrs	45-55yrs	45-55yrs

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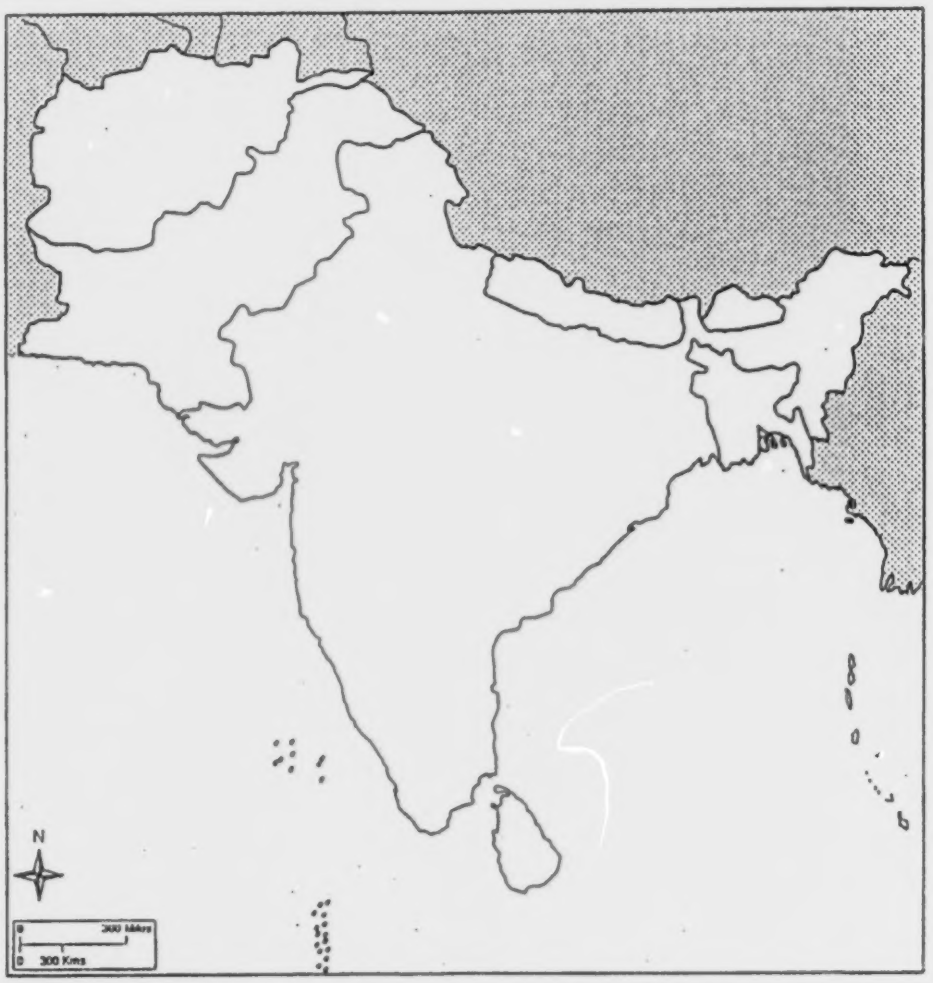
SOUTH ASIA: A REPORT CARD

The nations of South Asia have faced a variety of problems in their struggle to develop. Using the maps of The State of the World Atlas, you will be "grading" each nation for its achievements in solving a selection of economic and social problems.

1. On the outline map below, label each nation of South Asia: BANGLADESH, BHUTAN, INDIA, NEPAL, PAKISTAN, and SRI LANKA.



2. Complete the "report card" on page 3 of the handout by filling in the data for each country under the column labeled "test score." Then rate each country by grading it A, B, C, D, or F for its current status in solving each problem. Note the specific criteria for each problem. The first is done for you as a sample.

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DEBRIEFING

3. In order to grade these countries fairly, what information do you need to know other than the current information listed in the chart? (Hint: Is it fair to grade a student only on test scores at one point in time?) What else do you need to know about that student? How would you find out the information you need?

Is it possible that you might change the grades you gave to each country if you had more information? Explain your answer.

Keeping in mind that nations, like students, have unique characteristics (such as Nepal's topography or religious influence in Pakistan), how would knowledge of these factors affect your evaluation of their progress? Explain, using specific examples.

4. If you were advising the countries of South Asia how to solve their socioeconomic problems, what would be your main points? (Remember that the governments have limited funds).

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Problem #1 Rapid population growth Map #7
Criteria: Population growth rate 1993 (natural increase)

	Test Score	Grade
Bangladesh	2-3%	C
Bhutan	NA	NA
India	2-3%	C
Nepal	2-3%	C
Pakistan	<3%	D
Sri Lanka	1-2%	B

Problem #2 Rapid population growth Map #11
Criteria: Real purchase power per person (1990 US$)

	Test Score	Grade
Bangladesh		
Bhutan		
India		
Nepal		
Pakistan		
Sri Lanka		

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Problem #3 Illiteracy Map #14
Criteria: Illiteracy as proportion of population over age 15

	Test Score	Grade
Bangladesh		
Bhutan		
India		
Nepal		
Pakistan		
Sri Lanka		

Problem #4 Insufficient diet Map #12
Criteria: Calories available per person as % of need (1994-1995)

	Test Score	Grade
Bangladesh		
Bhutan		
India		
Nepal		
Pakistan		
Sri Lanka		

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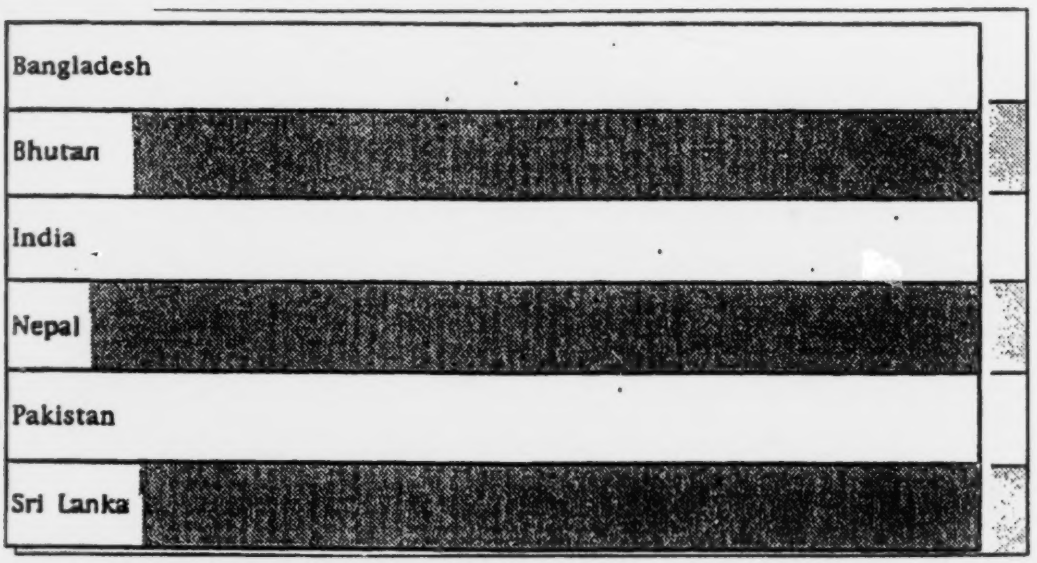
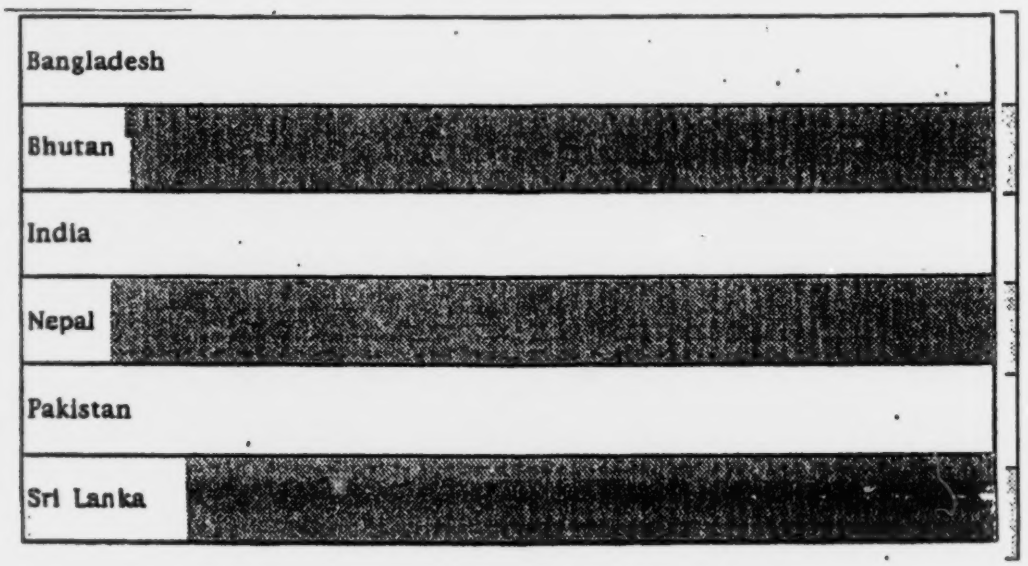
Problem #5 Inadequate water supply Map #9
Criteria: Share of population with water supply (1988-1991)

Test Score Grade



Problem #6 Poor health care Map(s) #9
Criteria: Life expectancy (1992)

Test Score Grade



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EAST ASIA: THE NUMBERS GAME

Introduction

One of the most important concepts related to East Asia is *scale*--over one billion people in China; a nation (Japan) the size of California which has successfully competed with the United States in world markets; the vast expanse of mountainous land which forms the "roof of the world" in Tibet; and the vast potential of the mineral resources of the region. This introductory activity attempts to stretch students' images of East Asia. Through a variety of exercises using The State of the World Atlas, students get a measure of numerical strength, length, height, comparative size, and distance in East Asia.

Objectives

Students will be able to:

- Develop the concept of scale in East Asia
- Make quantitative comparisons between East Asia and the United States
- Predict changes in population and other variables and to speculate on consequences of these changes.

Grade

7-12

Time

One class period

Materials

Handout #5, "East Asia: The Numbers Game"
The State of the World Atlas

Procedure

1. Ask students to list all the examples they can think of for the uses of a scale (weighing, measuring length, graphs, maps, art, music, etc.). Decide as a group on a definition of the concept *scale*. Discuss the importance of scale to the individual in getting a realistic perception of his/her environment. For example, why is it so important to understand the relationship between a road map and the area it represents? Make sure that the ideas of relativity and comparison are included in the discussion.

2. Explain that this exercise will apply the concept of scale to a study of East Asia. Ask students these brief warm-up questions:

How many Chinese are there to every United States citizen? (Approximately 5).

How high is the world's highest mountain? (Mt. Everest is 29,028 feet, or 8,848 meters above sea level).

Which two East Asian cities are among the five largest in the world?

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(Answers may vary, depending on the source, but the Atlas lists Tokyo and Shanghai among the top five cities).

The longest international land boundary in the world is between which two East Asian nations? (China and Russia)

3. Distribute Handout #5, "East Asia: The Numbers Game" and copies of The State of the World Atlas. Review the directions and give the students time to complete Part A. Check the answers, discussing the implications of the comparisons as well as indications of trends.

4. Ask students to complete Part B in pairs. Discuss their answers, allowing them considerable latitude in their answers as long as they support them with evidence from the maps and other sources. Remind students that the information in the Atlas is in some cases already outdated--that it represents one point in time and is subject to change. Being able to accurately assess trends and predict what will happen on the international scene is an important skill for businessmen, politicians, scholars, farmers, and manufacturers.

Note: To reduce the length of the handout, Part B may be done orally in a large group rather than using page 3 of the handout.

Key to Handout #5, "East Asia: The Numbers Game"

Part A

1. (Check labels on map)

2. China; 21.4 % of the total world population

3. Japan (also Hong Kong, a colony of the United Kingdom until 1997)

4. South Korea's population is approximately one-third that of Japan. If present growth rates continue, South Korea will narrow the gap.

5. Japan spends one-eighth as much on the military as on health, among the lowest in the world.

6. China, with 21.4% of the world's population, accounts for only 8.6% of world energy consumption. (However, with the rise in consumer spending in China, their energy use will probably rise).

7. Japan

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8. Japan

9. Japan. Japan's life expectancy is the world's highest: 79 years. Life expectancy in the United States is over 75 years, with no specific figure given in the Atlas.

10. The US and Japan account for over 40% of the world's manufacturing output. Japan's share increased more rapidly than did that of the United States between 1980 and 1990.

11. South Korea had the greatest percentage rise in its share of world manufacturing output between 1980 and 1990.

12. Hong Kong, Japan, and South Korea ranked highest in the Human Development Index. Japan ranked third in the world, after Canada and Switzerland.

13. The population of China is approximately four times the total population of the US and Russia.

14. Beijing, Shanghai, and Tianjin are all expected to increase in population more than 25% between the year 1990 and 2000. Tokyo (28 million) will be larger than New York (17 million) in the year 2000.

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EAST ASIA: THE NUMBERS GAME

A basic idea in studying East Asia is scale. It is important to understand the relative size and dimensions of many factors in East Asian geography, economy, and society. This activity will help you get a more accurate measure of East Asia through comparison with the United States and other world nations. Use The State of the World Atlas to find the answers to the following questions:

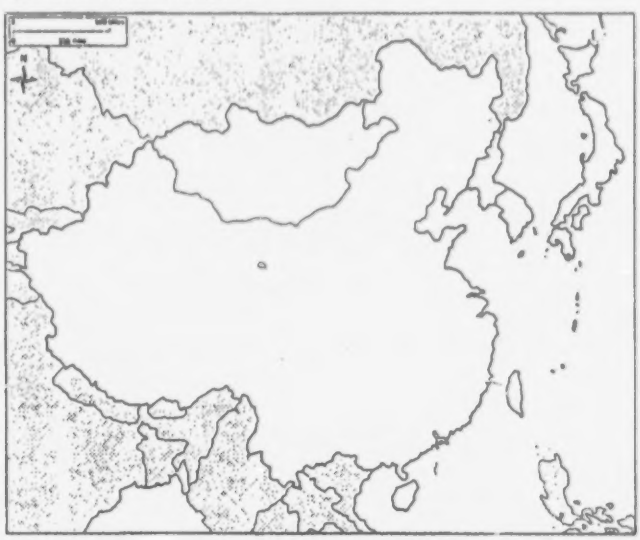
Part A

1. The region of East Asia includes the following countries. Label each on the outline map below:

CHINA
*HONG KONG
(colony of the United Kingdom until 1997)
JAPAN
MONGOLIA
SOUTH KOREA
*TAIWAN
(officially considered part of China)

*not technically considered countries but treated independently in the Atlas

Also label the border with RUSSIA.



2. According to Map #7, which East Asian country has the world's largest population? _____What percentage of the total world population does this one country have? _____ %

3. Which country in East Asia had the slowest population growth rate in 1993?

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4. Using the scale on Map #7, figure out how the population of South Korea compares to the population of Japan. _____ What will happen to this comparison if present growth rates of both countries continue?

_____

5. According to Map #38, which East Asian country spends more on health than on the military?

_____

6. With over 20% of the total world population, what percentage of the world's energy does China consume? (Map #4) _____ %

7. Which East Asian country is the largest net importer of energy in the world? (See insert on Map #4) _____

8. Which country's share of world trade is greater than all of the other countries of East Asia put together? (Map #35)_____

9. What country has the longest life expectancy in East Asia? (Map #9)

_____

How does it compare with that of the United States ?(See map key) _____

10. The United States and Japan account for over _____ % of the world's total manufacturing output. Which country's share (the United States or Japan) increased most from 1980 to 1990? _____

11. Which country in East Asia had the greatest rise in its share of world manufacturing from 1980-1990? _____

12. Which East Asian countries/areas had the highest quality of life in the 1980s?_____

13. Compare China's population to that of the United States and Russia put together. (Map #7 and World Table) _____

14. Which East Asian cities are expected to increase in population more than 25% between the year 1990 and 2000? _____

Which city will be larger in the year 2000 --- New York or Tokyo? _____

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Part B

1. List 5 trends, or directions of change, in East Asia. (The first is completed for you as an example).

a. China's population growth is slowing down and will eventually stabilize.

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

f. _____

_____

2. Predict the consequences of the changes you listed above on the quality of life within East Asia and on its relationship with the United States and the rest of the world.

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THE EUROPEAN UNION: IS THERE STRENGTH

Introduction

The European Union has progressed farther than any of the other free trade associations which have become one of the trademarks of the 90s. Its history and the current status of its member nations provide a good case study of the potential strengths and weaknesses of free trade zones. In this activity students gather evidence to support some general position statements about the nations of the European Union. As a research assignment, it would be suitable for a class that is learning how to do position papers, giving them practice on a smaller scale in organizing evidence to support a particular position. Because the activity requires some basic knowledge of European history and politics, it should not be used at the beginning of a unit, but after students have gained sufficient background. Each of the four statements included in the activity relates to one form of interconnection or conflict, either within the EU or between the nations of the EU and the rest of the world.

Objectives

Students will be able to:

- Analyze maps in the Atlas for patterns of conflict and interconnection.
- Gather evidence to support a general position statement.
- Summarize the supporting data in a well-organized paragraph.

Grade

9-12

Time

One to two class periods

Materials

Handout #6, "The European Union: Is There Strength in Unity?"
The State of the World Atlas
Additional research material on the European Union (optional)

Procedure

1. Review the current membership of the European Union. In September 1995, the following nations were included: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Italy, Luxembourg, Netherlands, Portugal, Spain, Sweden, and United Kingdom. (Check current sources to update this list, as a number of nations have applied for membership, including some in Eastern Europe).

2. Using a wall map or statistics on the area in an almanac, demonstrate how small many of the nations of the European Union are in comparison with other world nations such as the United States and Russia. For example, France is smaller than the state of Texas, the

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United Kingdom is slightly smaller than Oregon, and Belgium is about the size of Maryland. Discuss why nations with such a small comparative size would want to unite economically and/or politically. Have students brainstorm a list of advantages of membership in the European Union to the individual nations and their citizens. Record these advantages on the board. (In 1995, the EU was primarily an economic union, although environmental concerns and the coordination of foreign policy were becoming increasingly important. Include a background article here, if necessary, to update students on the structure and current issues within the EU).

3. Ask students to consider the other side of unification--what are some of the potential conflicts which the fifteen nations of the European Union might experience if they tried to create one economic and political unit? List the potential conflicts next to the list of advantages on the board. As a preview of the positions they will take at the end of the lesson, ask each student to "vote" whether or not they think the advantages of union might outweigh the disadvantages. Some students may wish to qualify their position by saying something such as: economic union might be an advantage, but political union might cause too many conflicts.

4. Distribute copies of Handout #6, "The European Union: Is There Strength in Unity?". Ask students to identify which statements in the activity indicate interconnections, which indicate conflicts, and which might contain both. Encourage divergent opinions, but ask students to justify their opinions with examples of specific interconnections or conflicts.

5. Distribute copies of The State of the World Atlas to each student or pair of students. (The teacher may prefer to have students work in groups of four or five, each of which finds evidence for only one statement. This would depend on the time available and on the nature of the class). Review the directions on Handout #6, "The European Union: Is There Strength in Unity?" asking the students to gather as much evidence from the Atlas as they can find which would support or contradict each statement. They should make notes in the blank space provided below each statement, indicating from which maps they got their information. Remind them to be as complete and specific as possible, since they will be using their notes to write the assignment at the end of the activity.

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6. Review the data collected. Discuss evidence which supports and contradicts each statement. Also note which evidence is missing from the maps. Which source(s) would probably be most helpful in finding the missing evidence? (If the teacher wishes to extend the lesson, students could be asked to collect evidence from at least one other source, such as an on-line data base or recent news articles).

7. Ask students to choose one (or more) of the statements and to write a paragraph summarizing the evidence supporting or contradicting the statement. Encourage the students to organize their information into a convincing argument. They may wish to add diagrams, tables, maps, or other visual aids to strengthen their arguments. If time is available, some students could plan speeches presenting their strongest arguments.

8. In the debriefing, return to the idea of the advantages and disadvantages of unity for each of the fifteen nations of the European Union. Ask students to predict, based on the idea that the Atlas is only a frame of reference for one point in time, what will happen to the strength of the European Union in the next twenty-five years. Will other world regions form similar organizations? Can such a union only survive in a highly developed region? Have the members of the EU given up more than they have gained?

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THE EUROPEAN UNION: IS THERE STRENGTH IN UNITY?

Part A

These four statements about the European Union all indicate a position. Using The State of the World Atlas, find evidence to support or contradict each of the statements. In the space provided, take notes on the evidence, listing the maps from which you got your information and making each note S for SUPPORTS or C for CONTRADICTS.

1. The nations of the European Union are a major power in world trade, manufacturing, and technology.

2. The standard of living in the European Union is the highest in the world.

3. The nations of the European Union are vulnerable because they depend on the rest of the world for food and energy.

4. Environmental awareness is high in the European Union, and there have been significant efforts to repair damage to the environment.

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Part B

Choose one of the statements above and decide if you wish to **support** or **contradict** the statement. Write a well-organized paragraph using the data collected in Part A to present a convincing argument to back up your position. You may want to include diagrams, tables, or sketch maps to illustrate particular ideas.

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THE ISLAMIC WORLD: DIVERSITY

Introduction

When students think of the Islamic World, many think only of Saudi Arabia and its neighbors. This activity helps to expand that image by emphasizing the scope and diversity of the region. Students are asked to check on the general validity of a set of statements and then to indicate examples of diversity. A more accurate and less monolithic image of the Islamic World should emerge. The activity would fit best at the beginning of a unit on Southwest Asia/North Africa or the religion of Islam.

Objectives

Students will be able to:

- Analyze maps for general patterns within the Islamic World (geographic, social, political, economic).
- Identify examples of diversity.

Grade

7-12

Time

One to two class periods

Materials

Handout #7, "The Islamic World: Diversity"
The State of the World Atlas

Procedure

1. Ask students to describe what part of the world is inhabited by people who follow the religion of Islam. Encourage them to try to form a mental image of the boundaries of the Islamic World.

2. Distribute Handout #7, "The Islamic World: Diversity". Ask students to sketch on the world map their image of the size and location of the Islamic World. Have them briefly list some of the nations that are Islamic and the continents on which the religion of Islam is a major influence. Give them a few minutes to compare their sketches and to revise based on what they learn from other students. (There are a total of 43 nations in which Islam is the majority religion, including nations in Asia, Africa, and Europe).

3. The new edition of The State of the World Atlas no longer includes a religions map, so you will need to use other sources to complete the first part of this activity. If copies of The State of Religion Atlas (Joanne O'Brien and Martin Palmer, Simon & Schuster, 1993) are available, distribute them and have students use Maps #1 and #4 to complete their lists of Islamic countries for question 2. If not, use the following list by putting it on the board or overhead. If the list is too extensive, omit the smaller nations (starred).

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Nations with an Islamic Majority

Afghanistan	Lebanon
*Albania	Libya
Algeria	Malaysia
*Azerbaijan	*Maldives
*Bahrain	Pakistan
Bangladesh	*Qatar
*Bosnia-Herzegovina	Saudi Arabia
*Brunei	Senegal
Chad	Somalia
*Comoros	Spanish Sahara
*Djibouti	(occupied by Morocco)
Egypt	Sudan
Gambia	Syria
*Guinea	Tajikistan
Indonesia	Tunisia
Iran	Turkey
Iraq	Turkmenistan
Jordan	*United Arab Islamic
Kazakhstan	Republic (UAE)
Kirgistan	Uzbekistan
Kuwait	Yemen

4. Have students use a light-colored pencil or highlighter to shade in the boundaries of the Islamic World on the world map. Remind them to add a key and to label some of the largest nations. Explain that the map just represents nations in which the majority of the people are Islamic. There are other nations, such as Spain, Nigeria, the Philippines, and the United States where there is considerable historical, cultural, and/or political influence from Islam.

5. Distribute copies of The State of the World Atlas and direct student to complete Part A using the maps in the Atlas. Check and discuss answers. On the population questions, bring out the idea that although many Westerners use the image of Saudi Arabia to represent Islam, it actually has a small population in comparison to other Islamic countries such as Indonesia and Pakistan.

6. The statements in Part B are intended to bring out some of the stereotypes and misconceptions of the Islamic World as well as to establish some general patterns. Review the directions for Parts B and C with students and remind them to use the Contents and Index to locate maps for each question.

7. Check answers to Parts B and C. Encourage discussion about general patterns and examples of diversity. Ask students if they see any subgroupings of countries

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within the Islamic World that have many of the same characteristics. Which criteria would they use to set up these subgroupings? (oil/non-oil; geographic--Africa, Arabian peninsula, rest of Asia; agricultural/non-agricultural; racial or cultural)?

8. To debrief the activity, ask students to describe how their perceptions of the Islamic World have changed based on the information in the Atlas. Then have them make a list of questions that this activity has raised in their minds which might be answered through further study of the religion of Islam and the nations in which it is influential.

Key to Handout #7, "The Islamic World: Diversity"

Part A

1. Answers will vary.

2. See the list provided above. The Islamic World stretches from the Atlantic Ocean in the west (Morocco, etc.) to the Pacific Ocean in the east (Indonesia) and from Turkey and Iran in the north to the African countries of the Sahel and the Horn of Africa to the south (Somalia, Djibouti, etc.).

3. Possible answers include Brunei, Indonesia, and Malaysia. These nations are Muslim because of trading settlements set up by merchants from Islamic countries.

4. Countries with the largest populations include Bangladesh, Egypt, Indonesia, Iran, Pakistan, and Turkey.

5. Any answer which can be supported by evidence from the map should be accepted. Possibilities include Libya, Mauritania, and Saudi Arabia.

Part B

1. True; Map #4. Five Islamic nations, Algeria, Indonesia, Iran, Saudi Arabia, United Emirates, and are in the top ten energy exporters.

2. False; Map #7. Islamic nations in general have very high population growth rates. Exceptions are Bosnia-Herzegovina, Indonesia, and Tunisia.

3. False; Map #33. Some Islamic nations, such as Algeria, Egypt, Iran, Iraq, Malaysia, Saudi Arabia, and Syria are deficient or severely deficient in grain to feed their

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population. Egypt is the fourth largest importer of grain in the world.

4. True; Map #34. Although the manufacturing output of most Islamic nations is still quite low, some are developing rapidly (Libya, Malaysia, Saudi Arabia, Turkey). Their productivity is high, and some have over 35% of their population working in industry.

5. True; Map #37. Islamic nations do not yet make significant contributions to scientific journals and research, the criteria used by the Atlas to measure science achievement.

6. True; Map #24. In many Islamic countries less than 10% of the labor force is made up of women. However, there are exceptions such as Egypt and Morocco (20-30%), Indonesia and Malaysia (30-40%) and Albania and Bangladesh (over 40%).

7. True; Map #11. The United Emirates has a per person purchasing power of over $22,000, while Saudi Arabia and the other Gulf States are all over $8000.

8. False; Map #10. Most Islamic states are ranked medium or medium to low on the Quality of Life index.

9. False; Map #14. Most Islamic nations have less than 50% illiteracy, although illiteracy rates for women are much higher than for men. States with high illiteracy rates include Afghanistan, Chad, Niger, Pakistan, Sudan, and Somalia.

10. False; Map #30. There are a variety of governments in Islamic nations, but full-fledged democracies are few. Most are monarchies, one-party regimes, or military governments.

Part C

Answers will vary. Encourage students to be specific, backing up their answers with evidence from the maps.

Note: The World Eagle has produced an excellent wall map of the Islamic World. The cost is $29.95 for the laminated map and $15.00 for the paper map. It is available from:

World Eagle
111 King Street
Littleton MA 01460-1527 (800) 854-8273

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THE ISLAMIC WORLD: DIVERSITY

Part A

1. On the outline map of the world, lightly sketch in the area that you think of as the Islamic World.

2. Use Maps #1 and #4 of The State of Religion Atlas or the list of Islamic nations provided by your teacher to name the nations in which the religion of Islam is followed by at least half of the population:

_____

_____

_____

_____

Now look back at your sketch on the outline map. Using a different color or pencil, shade in the boundaries of the Islamic World, including all of the nations you listed above. Add a key to your map and label the major nations on the map. Describe the boundaries in two or three sentences below:

_____

_____

_____

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3. Which countries are most remote geographically from the religious center of Islam in Saudi Arabia?_____

How do you suppose the religion of Islam spread to these remote regions?

_____

4. Refer to Map #7, "Multiplication." Which countries in the Islamic World have the largest populations? Be careful to read the map for population size rather than the growth rate.

_____

_____

5. Name two countries in the region which have relatively small populations for their geographic size. (They appear smaller on the population map than on a regular map).

_____ _____

Part B

Use the maps of the Atlas to decide if each of the following statements is TRUE or FALSE. List the number of the map you used as proof. Record evidence from the maps to support your answer, including exceptions to the general pattern.

_____1. Islamic nations rank among the world's top energy exporters.
Map # _____

_____

_____

_____2. The population of most nations in the Islamic World is growing slowly. Map # _____

_____

_____

_____3. Most nations in the Islamic World are grain exporters.
Map # _____

_____

_____

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_____4. Most nations in the Islamic World are just beginning to develop manufacturing. Map # _____

_____5. Islamic nations need to develop their scientific and technical research. Map # _____

_____6. Few women in Islamic countries work outside the home. Map # _____

_____7. Saudi Arabia and the Persian Gulf states have the highest purchasing power per person in the Islamic World. Map # _____

_____8. The quality of life in the Islamic World is very low. Map # _____

_____9. Illiteracy rates in most Islamic nations are over 50 percent. Map # _____

_____10. Most Islamic governments are multi-party democracies. Map # _____

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Part C

Give examples of diversity within the Islamic World for each of these factors: (Use the maps and the World Table).

Life Expectancy:

Urbanization:

Purchasing Power per Person:

Educational Level:

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LE MONDE FRANCAIS

Introduction

This activity may be used in foreign language classes or as part of a European studies, world history, or geography course. The major concept involved is the extent to which the French language is a cultural tie between very diverse nations and people. An interesting follow-up would be to invite speakers from various parts of the French-speaking world to visit the class.

Objectives

Students will be able to:

- Locate nations in which French is spoken.
- Recognize the diversity in economics and culture throughout the French-speaking world.
- List cultural influences on other nations through the spread of the French language.

Grade

9-12 (could be adapted for lower grades)

Time

Two class periods

Materials

Handout #8, "Le Monde Francais"
The State of the World Atlas
Photographs or slides of French-speaking areas (optional)
Wall map of world and colored dots (optional)

Procedure

1. If the students have not used The State of the World Atlas before, they will need a brief introduction. Make sure to point out the various parts of the book--the Contents, maps, Notes, Sources, and Index. Give the students a few minutes to browse through the Atlas and find some maps that interest them.

2. Introduce the activity by explaining that it will give them some knowledge about parts of the world outside of France where the French language is spoken. A series of photographs or slides of French-speaking people in places such as Canada, the Caribbean, North Africa, and Southeast Asia would spark interest and lead to questions.

3. Distribute copies of Handout #8, "Le Monde Francais," and The State of the World Atlas. Ask students to complete Part A of the handout, which will give them an overview of the extent of the French-speaking world. If there is sufficient time, students could attach symbols or colored dots to a wall map of the world to locate the French-speaking countries.

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4. Check student answers to Part A. Discuss why French became the official language in many of its former colonies and why some of them (e.g., Vietnam and Algeria) have replaced it with one of the "home languages."

5. Ask students to complete Part B of the handout. Review the directions, making sure that they list the country and the data. Some students may wish to add topics and maps to the chart and should feel free to do so.

6. Review student answers to Part B, emphasizing the variety of lifestyles within the French-speaking world. Discuss possible conflicts and/or ways in which the elements of diversity could lead to important ties.

7. Remind students that the patterns of diversity and interconnections within the French-speaking world have changed markedly in the past fifty years and will probably continue to change. Review some of the changes since the independence of many former French colonies.

Key to Handout #8, "Le Monde Francais"

Part A

1. Use the insert on Map #48, "Tongue-Tied" to list French-speaking countries. Note that the map lists countries in which French is the "Language of Trade and Tourism", not exactly the same thing as an official language.

- Algeria
- Benin
- Burkina Faso
- Cambodia
- Central African Republic
- Congo
- Cote d'Ivoire
- France
- French Guiana
- Gabon
- Gambia
- Guinea
- Haiti
- Laos
- Madagascar
- Mali
- Mauritania
- Morocco
- Niger
- Senegal
- Togo
- Zaire

* Others not on the map but in which French is spoken:

Canada, French islands in the Caribbean, Vietnam

2. According to the chart on Map #48, French is the official language for 250 million people in the world. It is the "home language" for 65 million and is spoken by

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185 million people for whom it is not the "home language."

3. French is spoken by a sizable number of people on all continents except Australia and Antarctica. (Students could also make a case for South America, in spite of French Guiana).

Part B

Answers will vary.

Many of the people who speak French do not live in France, but are spread out all over the world. They have close ties to France, but differ in their economy and culture in many ways. This activity should help you get an idea of the diversity within the French-speaking world. You will be using an exciting resource--The State of the World Atlas. If you are not familiar with it, take a few minutes to get acquainted with the variety of maps it contains.

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LE MONDE FRANCAIS

Part A

1. Using the inset on Map #48, "Tongue-Tied," list countries in which French is the language of trade and tourism (not in all cases the official language).

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

(You may wish to add some not on the map)._____

_____ _____

2. According to the chart at the bottom left of Map # 48, for how many people in the world is French the official language? _____ million

For how many is it their "home," or native, language? _____ million

How many speak it as a second language? _____ million

3. Is French spoken by a sizable number of people on each continent?
_____

If not, which continent(s) are left out? _____

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Part B

There is considerable diversity within the French-speaking world--economic, political, and social. Complete the chart below to show the contrasts between France and other countries in the French-speaking world. Choose one French-speaking country for each of the items listed and compare it to France. Use information from the maps in The State of the World Atlas.

	FRANCE	FRENCH-SPEAKING COUNTRY (specify)
1. Form of Government Map #50		
2. Shares of World Income Map #31		
3. Shares of World Exports Map #35		
4. Shares in World Manufacturing Map #34		
5. Purchasing Power per Person Map #11 or World Table		
6. Calories as % of Need Map #12		
7. Life Expectancy Map #9		
8. Urbanization Map #6		
9. Quality of Life Map #10		
10. Illiteracy Map #14		

What possible conflicts do you see as a result of this diversity?

In which ways might the nations of the French-speaking world help each other? (How can they fulfill each other's needs?)

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THE AFRICAN CONNECTION: A FAIR DEAL?

Introduction

Although African countries have some of the least-developed economies, their products are, in many cases, irreplaceable within the industrialized West. This activity explores the "African Connection"--the agricultural and mineral products which are the raw materials for some of the West's high technology. Students investigate a number of maps in the Atlas to put together a list of products from Africa. Then, by looking at African trade and financial relationships with industrialized countries, they raise questions about them.

Objectives

Students will be able to:

- Collect information on specific products from Africa
- Analyze the trade relationships between African countries and the industrialized countries

Grade

7-12

Time

One to two class periods

Materials

Handout #9, "The African Connection: A Fair Deal?"
The State of the World Atlas
Geography text, desk atlas, or almanac (for research on minerals)

Procedure

1. Distribute copies of The State of the World Atlas and Handout #9, "The African Connection." This activity may be done in two parts. Questions #1-5 are the basic information on production of food and other resources in Africa, and Questions #6-13 explore the nature of the trade relationships between Africa and the industrialized countries and transnational corporations.

2. Depending on the level of sophistication of the students, this activity could be used as a springboard for a North/South debate or role-play. (See Notes to Maps #11, 26, 33, 35, 37, 43, 44).

Key to Handout #9, "The African Connection: A Fair Deal?"

1. Most African countries are classified as bare, deficient, or severely deficient in grain production to feed their population.

2. South Africa and Zimbabwe

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3. United States, France, Canada, Australia, Argentina, Thailand, United Kingdom, Denmark, Hungary, Sweden (in order of percentage of total grain exports).

4. Chad, Ethiopia, and Mozambique are among the African countries with the worst food problems. Famines have been common in the Sahel as well as other parts of Sub-Saharan Africa, making Africa, as a continent, the site of over half of the world's famines since 1950.

5. Answers will vary and may include the following products:

antimony	copper	palm oil
bauxite	cotton	petroleum
chromium	diamonds	platinum
cobalt	iron ore	spices
cocoa	live animals	sugar
coffee	manganese	uranium

6. Japan's share of world trade is 4-5 times larger than that of all African countries put together. (Map #35)

7. Africa's share of world trade has declined each year since 1991 (-1.5% in 1991; -2.5% in 1992; - 8.5% in 1993).

8. Japan has approximately three times the national income of all African countries combined. (Map #31)

9. Answers will vary and may include the following: Education; Investment; Political and Financial Stability; Skilled Labor; and Transportation and Communication.

10. Answers will vary and could include any of the following:

- High illiteracy (Map #14)
- High infant mortality and children not in secondary school (Map #15)
- Lack of foreign investment (Map #26)
- Military rule and civil wars (Maps #30 and 41)
- Limited newspaper, TV, radio (Map #46)
- Inflation (Map #44)
- Low telecommunication traffic (Map #13)
- Few autos (Map #5)
- Low worker productivity (Map #30)
- Inefficient energy use (Map #3)

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11. Answers will vary. Discuss the way in which these factors tend to perpetuate the system:

- Monopolies on technology (copyrights, patents, etc.)
- Control of international financial institutions such as the IMF
- Restrictive trade policies (tariffs, quotas, special regulations)
- Political power of labor unions in industrialized countries
- Transnational corporations in collusion with local governments
- "Brain drain" to industrialized countries

12. Answers will vary. Encourage a variety of ideas, but be sure that they include the concept of a cartel. Possibilities include the following:

- Cartels (OPEC, cocoa, copper, etc.)
- Attempts to be self-sufficient (China, Tanzania--both considered failures)
- Pressure through international organizations (United Nations, GATT)

On the whole, these tactics have not met with much success, although OPEC had a major impact in the 1970s and 1980s.

13. Answers will vary. Encourage students to back up their opinions with specific facts and convincing arguments.

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THE AFRICAN CONNECTION: A FAIR DEAL?

Directions: Answer all questions based on the maps in The State of the World Atlas and an additional source to locate lists of mineral resources in Africa.

1. Do most of the countries of Africa produce enough grain to feed their people? Give specific evidence to support your answer. (Map #33)

_____

2. Which two African countries produce more grain (cereals) than they consume? (Map #33)

_____ _____

3. Which other countries are the world's largest exporters of grain (cereals) and probably are the sources of most food sold to Africa? (Map #33 chart)

_____ _____ _____

_____ _____ _____

4. According to Map #12, which African countries have the least food calories available per capita (below 80 percent of need)?

_____ _____ _____

5. Use another source, such as an almanac or geography text, to locate information of Africa's mineral resources and other raw materials which they export. Make a list of the resources below:

_____

_____

_____

6. How does Africa as a whole compare in its share of world trade to Japan? (Map #35)

_____

_____

7. What is happening to the share of world trade held by African countries; is it rising or falling? Be specific. _____

_____

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8. How does Africa as a whole compare to Japan in total national income? (Map #31)

_____

_____

9. What would African countries need in order to develop their own industries? (List your own ideas here).

_____

_____

_____

10. What evidence on the maps in the Atlas indicated that it would be difficult for African countries to get these things? (Hint: Think of skills as well as capital (money) to invest in industry). List facts from the maps, including the number of the maps from which you got your information.

_____

_____

_____

_____

11. In what ways can large transnational corporations and governments of industrialized countries prevent new industries of developing countries such as those in Africa from expanding to other parts of the world?

_____

_____

12. How might raw material producers in developing countries "fight back"?

_____

_____

13. Do you think that the economies of developing countries such as those in Africa will continue to be dependent on the rich industrialized countries? Why or why not? (Is it a fair deal?????)

_____

_____

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THE ASIAN TIGERS: ON THE MOVE

Introduction

In the last quarter of the twentieth century, four small Asian states--South Korea, Singapore, Hong Kong, and Taiwan--have become incredible success stories in their quest for economic development. In some ways, they were all unlikely candidates for success. In this activity students examine the maps in the Atlas for evidence of factors contributing to the rapid development of these "Asian Tigers." Students should also gain an understanding of what they cannot learn from a statistical resource through discussion of other more subjective factors which may have played a role in the success of these four states. Because of the fact that Hong Kong will become a part of China in 1997, this activity is also very timely and can be tied to current events.

Objectives

Students will be able to:

- Analyze the maps in the Atlas for evidence of the success of the "Asian Tigers" (South Korea, Singapore, Hong Kong, and Taiwan).
- Identify the factors contributing to a nation's rapid economic development.
- Evaluate the use of the Atlas as a resource for understanding international economics.

Grade

9-12

Time

Two class periods

Materials

Handout #10, "The Asian Tigers: On the Move"
The State of the World Atlas
Poster paper and markers (optional)

Procedure

1. Explain that this activity focuses on four small Asian states--South Korea, Singapore, Hong Kong, and Taiwan. Two of the four, Taiwan and Hong Kong, are not even considered nation-states, and Hong Kong is becoming part of China in 1997. (There has been some discussion of Taiwan also going back to China, but the issues are much more complex and it is not anticipated in the near future). These four states have been nicknamed "The Asian Tigers" because of their rapid economic growth. In this activity students will be using the Atlas to find proof of their success and reasons why they developed so rapidly.

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2. Before looking at the Atlas, briefly review the history of each of the "Tigers" to show why they were unlikely candidates for success in the post-World War II era. (Note: The below information may be duplicated to provide copies for the students).

South Korea (Republic of Korea)

Korea has a recorded history going back to the first century B.C. It was strongly influenced by China and was part of the Chinese empire during periods of its history. In 1910, Japan annexed Korea and ruled it until 1945. North and South Korea were created after World War II because of the Soviet occupation of the North and the United States occupation of the South. Efforts to reunite Korea peacefully were blocked, and after a costly and bitter war (1950-52), the 38th parallel became the border between a communist state in the North and a non-communist state in the South. There have been student protests in the 1990s demanding reunification and the two sides have been negotiating, but serious political and economic issues still exist. South Korea, approximately the size of the state of Indiana (38,000 sq. mi.), has a population of 45 million.

Singapore (Republic of Singapore)

Singapore, a city less than three-quarters the size of New York City (224 sq. mi.), has a population of 2.8 million. Once a vital port for the British navy and a colony of Great Britain, it was invaded by Japan in World War II. Singapore gained independence from Britain and became part of Malaysia in 1963, but ethnic and economic conflicts led it to break off in 1965. Its population is 77% ethnically Chinese, a fact which has strengthened its ties to China, Hong Kong, and Taiwan. As one of the smallest nations in the world, Singapore is heavily dependent on other nations for resources and investment.

Hong Kong (British Crown Colony)

Hong Kong, a British colony since the nineteenth century, lost important resources and economic ties when China turned communist in 1949. During times of economic hardship and political turmoil in China, Hong Kong was forced to absorb over a million refugees. The opening of China to increased foreign trade and investment has strengthened the role of Hong Kong as a center for trade with China, and it will revert to Chinese control in 1997. Hong Kong's total land area is 409 sq. mi., with a population of 5.8 million.

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Taiwan (Republic of China)

Taiwan has historically been considered part of China. (It is officially regarded as part of China by both the Communist government on the mainland and the Nationalist government on Taiwan). It became a colony of Japan from 1895 to the end of World War II in 1945. When the communists took over China in 1949, over two million Nationalist supporters retreated to Taiwan, where they set up a government in exile, planning to eventually reconquer the mainland. Although tensions have relaxed in the 1990s, significant issues block any talk of reunification. Since Taiwan is not in the UN and is not recognized as a nation by most world governments, statistics are missing on Taiwan for some maps in the Atlas. The island of Taiwan is off the southeast coast of China, with an area of 13,885 sq. mi. (the size of Massachusetts and Connecticut) and a population of 21 million.

3. Ask students to list the reasons why these four states would have been considered unlikely candidates for economic success. (They were former colonies; had been involved in major wars; absorbed large numbers of refugees; two of them are so small that they have few resources; political and military tensions continued because of the Cold War; and the uncertain status of at least three of the states could discourage investment).

4. Brainstorm reasons why they overcame these handicaps and became the success stories of the 1980s and 1990s. Accept any reasonable answers and list them on the board.

5. Distribute copies of the Atlas and Handout #10, "The Asian Tigers: On the Move." Explain that students will be using the Atlas to find proof of the success of the four "Tigers" and reasons why they have become so successful. Review the directions for Parts A and B of the handout and allow sufficient time for students to complete them. (Note - There is an error in the World Table, which lists Taiwan's Purchasing Power Per Person as $100. Instruct students to ignore it because it is much too low).

6. Check students' answers to Parts A and B. Discuss the difficulties of getting a complete answer to the question of why these particular states were successful from the Atlas alone. Review student answers to Part B, question 3. Explain that instead of a complete explanation of the success of the "Four Tigers," their charts are like pieces of a puzzle with some key pieces missing. Other more subjective factors may have been just as important. For

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example, each of these states has been influenced by what is referred to as the "Confucian work ethic." As opponents of communist regimes, they may have received special assistance from the United States and other Western nations. Encourage students to hypothesize about additional reasons.

7. Be sure to update events since 1995 that have affected each of the four states, especially the status of Hong Kong. Ask students to speculate on the future of each of the "Tigers" based on what they have learned.

8. (Optional) Assign groups of students to make posters advertising one or more of the four "Tigers" as an investment opportunity, market for United States-made goods, or a tourist destination. Instruct students to highlight the achievements of the "Tigers" in their posters.

Follow-Up

Activities include the following:

1. Assign students to check the business section of the newspaper or an on-line service for articles on trade and investment in the "Four Tigers."

2. Invite local business leaders who are involved in trade with the "Four Tigers" as guest speakers.

3. Research the role of the stock exchanges in Singapore and Hong Kong.

4. Do a product inventory of consumer goods made in the "Four Tigers" that are in students' homes (clothes, shoes, electronics, etc.).

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THE ASIAN TIGERS: ON THE MOVE

Part A

1. List the names of the four states known as the "Asian Tigers"

_____ _____

_____ _____

Explain why they were given this nickname. _____

_____

_____

2. Which of these four is a colony of Great Britain? _____
What will happen to it in 1997? _____

3. Which other is not officially considered a nation? Why? _____

_____

4. Using any of the maps in The State of the World Atlas, decide on five criteria which demonstrate the successful development of the "Asian Tigers." List your criteria, the numbers of the maps from which you got your data, and the supporting evidence. The first criteria is done for you as a sample.
(Note: Data is missing on some maps, particularly for Taiwan and Hong Kong, because they are not considered nations).

	Criteria	Map(s)	Evidence
A.	Purchasing Power/Person	#11 and World Table	Hong Kong- $17,860 Singapore- $19,310 South Korea- $7670 Taiwan- NA
B.	_____	____	_____
			_____
C.	_____	____	_____
			_____
D.	_____	____	_____
			_____
E.	_____	____	_____
			_____

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Part B

1. Find two maps which give reasons why the "Four Tigers" have developed so rapidly. List the reason, map number, and evidence.

Reason for Success	Map(s)	Evidence
A. _____	____	_____
		_____
		_____
B. _____	____	_____
		_____
		_____

2. Find one map which shows a serious problem that one or more of the "Four Tigers" has or may have in the future. List the problem, the map, and the evidence.

Problem	Map	Evidence
_____	____	_____
		_____
		_____

3. What information is not found in the Atlas which would more fully explain why these four Asian states have been experiencing such rapid growth? Where do you think you could find this information?

_____

_____

4. What can you predict about the future of the "Four Tigers"? _____

_____

_____

_____

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EASTERN EUROPE AND THE FORMER SOVIET UNION: WHERE DO WE GO FROM HERE?

Introduction

The most sweeping changes in the 1990s have taken place in Eastern Europe and the former Soviet Union. Although there is a statistical lag and some of the maps in the new edition of the Atlas do not break down the data by newly independent states, there is much to analyze concerning the strengths and weaknesses of these nations as they struggle to find a place in the international system. This activity breaks the region down into groups of nations based on similar characteristics. Students examine maps in the Atlas to determine strengths and needs of one group of nations. Because the basis of the region called Eastern Europe and the Soviet Union was formerly their communist governments and military alliances, the activity concludes with a discussion about alternative ways to draw regional lines in the post - Cold War era.

Objectives

Students will be able to:

- Locate the new nations of Eastern Europe and the former Soviet Union on a map.
- Analyze selected maps in the Atlas to identify strengths and needs of one group of nations in Eastern Europe or the former Soviet Union.
- Hypothesize about new ways to draw regional lines in the post - Cold War era.

Grade

7-12

Time

One to two class periods

Materials

Handout #11, "Eastern Europe and the Former Soviet Union: Where Do We Go From Here?"
The State of the World Atlas
Wall map of Europe and Asia
Washable markers

Procedure

1. Distribute copies of the Atlas and Handout #11, "Eastern Europe and the Former Soviet Union: Where Do We Go From Here?" Review the names of the 28 countries now included in the region which was known as Eastern Europe and the Soviet Union. Break them down into groups and help students locate and label each country on the handout maps. Ask students to lightly shade in each of the groupings of nations listed below and to make a key showing their color code. (Note: A wall map or new desk atlas would help students locate the smaller countries if they cannot read the abbreviations in the Atlas).

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Eastern Europe

Bulgaria
Czech Republic
Germany
(formerly E. & W.)
Hungary
Poland
Romania
Slovakia

Baltic States

Estonia
Latvia
Lithuania

Central Asia

Kazakhstan
Kirgistan
Tajikistan
Turkmenistan
Uzbekistan

Former Yugoslavia and Albania

Albania
Bosnia-Herzegovina
Croatia
Macedonia
Slovenia
Yugoslavia (Serbia, etc.)

Russia and its European Neighbors

Armenia
Azerbaijan
Belorussia
Georgia
Moldova
Russia
Ukraine

Note: Spellings will vary in some sources. The spellings given are those from the Atlas.

2. Discuss the dramatic changes that took place in Eastern Europe and the former Soviet Union at the end of the 1980s. Refer to Map #50, "Addition and Division," to show which countries were created since 1990 by the disintegration of the former Soviet Union, Yugoslavia, and Czechoslovakia. Use Map #30, "Muffled Voices," to show which countries in the former Soviet Bloc are still classified as one-party regimes, which are experiencing civil wars or ethnic conflicts, and the rest which have recently adopted multi-party systems. Note that East Germany has been absorbed into the established multi-party democracy in the united Germany.

3. Divide students into small groups (3-5 students), assigning each group one of the five groupings of nations listed in Part A. Instruct the students to record at the top of their chart for Part B the name of the group of nations they were assigned and the names of the individual nations. Explain that nations, like people, must take stock of their situations after major changes in their lives. The demise of the communist systems in Eastern Europe and the former Soviet Union drastically changed life in the region. In Part B, students will examine maps in the Atlas to assess the strengths and

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needs of the group of nations they have been assigned. Each group should select a representative to report back to the class on the major strengths and needs they identify.

4. Ask each group's representative to report to the class, listing the major strengths and needs of their assigned group of nations. Discuss the economic and cultural differences among the nations of the former Soviet Bloc. Depending on the background knowledge of the students, discuss some of the conflicts that have taken place in the region since 1990 (i.e., in the former Yugoslavia, Chechnya, Georgia, etc. See Map #41, "Smoking Guns").

5. Explain that the nations which make up the region formerly referred to as Eastern Europe and the Soviet Union were held together by their communist governments and military alliances. After the end of the Cold War and the proliferation of new economic, cultural and political ties between the nations of the former Soviet Bloc and the West, there may be a need to redefine the regions in Europe and Asia. For example, the Central Asian republics have much in common with other Islamic nations to the south. The Baltic states are similar in many ways to their Scandinavian neighbors. The Czech Republic is more like Germany than it is like Romania. Ask the class to speculate about how the map of Europe and Asia will be divided into regions in the post- Cold War era. Use a plastic-coated wall map on which students can draw and label their new regions.

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EASTERN EUROPE AND THE FORMER SOVIET UNION
WHERE DO WE GO FROM HERE?

Part A

Label the following groups of nations on the map of Eastern Europe and the former Soviet Union on page 2. Lightly shade each group of nations according to a color code. Fill in the key showing the color used for each group of nations.

Eastern Europe

Bulgaria
Czech Republic
Germany
(formerly E. & W.)
Hungary
Poland
Romania
Slovakia

Baltic States

Estonia
Latvia
Lithuania

Central Asia

Kazakhstan
Kirgistan
Tajikistan
Turkmenistan
Uzbekistan

Former Yugoslavia and Albania

Albania
Bosnia-Herzegovina
Croatia
Macedonia
Slovenia
Yugoslavia (Serbia, etc.)

Russia and its European Neighbors

Armenia
Azerbaijan
Belorussia
Georgia
Moldova
Russia
Ukraine

Note: Spellings will vary in some sources. The spellings given are those from the Atlas.

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Part B

Group of Nations: _____

Nations: _____

_____

Directions: Use the maps listed to identify strengths and needs of your assigned group of nations for each of the factors listed below. Record specific evidence for each factor, indicating whether it is a strength or a need.

	Strengths	Needs
1. Food Power - Map #33		
2. The Guzzlers (energy) - Map #4		
3. Industrial Power - Map #34		
4. Product Power (trade) - Map #35		
5. Science Power - Map #37		
6. Military Power - Map #38		
7. Unemployment - Map #25		
8. Rich and Poor - Map #11 or World Table (Purchasing Power)		
9. Funny Money (inflation) - Map #44		
10. The Quality of Life - Map #10		

Bonus: Find another map in the Atlas which has information relevant to this chart. Record your evidence and the Map # below.

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ISSUES

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GLOBAL HUMAN RIGHTS AND WRONGS

Introduction

A number of the maps in The State of the World Atlas are related to the basic issue of human rights. According to the Universal Declaration of Human Rights, human rights include not only the political rights which we think of and which are included in the United States Bill of Rights, but also economic and social rights such as the right to a job, clean water, and freedom from abuse. This activity uses the maps in the Atlas as a jumping-off point, and encourages students to ask questions which lead to research in other sources.

Objectives

Students will be able to:

- Interpret maps for facts on human rights around the world.
- Raise questions about human rights which lead to further study.

Grade

7-12

Time

One class period, plus time for optional independent research

Materials

Handout #12, "Global Human Rights and Wrongs"
The State of the World Atlas

Procedure

1. Ask the class to brainstorm all the rights which they consider basic human rights. Ask each student to choose the ones which he/she considers the five most important on a global basis. Discuss some of the violations of these rights with which the students are familiar, either in the United States or in other countries.

2. Distribute copies of the Atlas and Handout #12, "Global Human Rights and Wrongs." Ask each student to check the Atlas to see if there are maps which relate to each of the five human rights he/she identified as most important. Encourage them to use the Contents and Index to locate relevant maps. If any of the rights identified are not represented, they need to choose another. Ask students to record the five human rights they chose on the blanks on Handout #12, "Global Human Rights and Wrongs". Review the directions for Part A and Part B. Encourage students to use a variety of maps to find information. Possibilities include Maps #9, 10, 12, 14, 15, 16, 18, 22, 25, 30, 42, 45, 46, 47, and 48. (Maps #17 and 49 should only be used at the discretion of the teacher).

3. Discuss student answers, grouping them by world area or specific human right. Try to establish

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connections such as between a low educational level and labor exploitation. Encourage students to hypothesize about actual situations in particular areas and possible causes of human rights abuses. Depending on the students' level of sophistication, they might link specific abuses to structural characteristics of the society in which they occur.

4. Make a list of student questions from Part B of the handout. These may be questions raised by one map which could be answered by looking at other maps in the Atlas, or they could necessitate going to other sources. Take time to discuss with students what kinds of information they could get from each type of source (e.g., personal interviews, newspaper articles, government documents, church publication, Amnesty International, labor unions, UN agencies).

5. Follow through by assigning one human right, victim of abuse, or research question to each student and having them prepare a report using other sources. They could include maps based on The State of the World Atlas format in their reports.

Follow-Up

Students who become informed about human rights violations in particular countries or regions may wish to check on possible ways in which they might translate their concern into action. Organizations which can provide information include Amnesty International, Oxfam, UNESCO, the American Friends Service Committee, and specific church groups.

Bibliography:

Amnesty International Country Reports. These are more detailed and could be used for in-depth research on particular countries. Amnesty's Urgent Action bulletins are also a good source of material on specific cases.

- Power, Jonathan. Amnesty International: The Human Rights Story. New York: McGraw Hill, 1981.

Biographies and autobiographies of human rights activists: Steve Biko, Jacob Timmerman, Alexander Solzhenitsyn, Rigoberta Menchu.

- Woods, Donald. Biko. New York: H. Holt, 1987.
- Allaback, Steven. Alexander Solzhenitsyn. New York: Taplinger Publishing Co., 1978
- Menchu, Rigoberta. I, Rigoberta Menchu: An Indian Woman in Guatemala. London: Verso, 1984.

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GLOBAL HUMAN RIGHTS AND WRONGS

Part A

Directions: On the chart below, list the five human rights which you consider most important on a global basis. For each right, find at least one map in The State of the World Atlas which offers information on the degree to which that right is available to people in different regions of the world. List the map number(s) and name(s) from which you get your information. Record at least three significant facts which you learned from the map (extremes, surprising facts, comparisons, patterns).

GLOBAL HUMAN RIGHTS

Human Right	Maps	Evidence
1. _____	____	_____
		_____
		_____
2. _____	____	_____
		_____
		_____
3. _____	____	_____
		_____
		_____
4. _____	____	_____
		_____
		_____

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	Human Right	Maps	Evidence
5.	_____	____	_____
			_____
			_____

Part B - Questions

From your inspection of the maps in the Atlas, there must be things that you are curious about which are not answered by the data presented. In the space below, write at least five questions about human rights related to the maps in this Atlas. Make your questions specific and try to phrase them as "how" or "why" questions. Look for reasons, connections, and patterns.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

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HUMAN RIGHTS: ON TRIAL

Introduction

This activity is an alternative strategy for teaching about the issue of human rights. It uses a case study approach in which students write an indictment of a nation for violation of human rights. Students can refer directly to international law, including the Universal Declaration of Human Rights, for specific violations. The format can be adapted to preparation for a Model UN conference or for a model international human rights conference such as the one held in Helsinki.

Objectives

Students will be able to:

- Select evidence from the maps in the Atlas of human rights violations by specific nations.
- Develop an indictment against that country in its treatment of human rights
- Present the evidence in a convincing argument for the prosecution
- Plan a course of action by the United States government or international agencies against these violations

Grade

9-12

Time

Two to three class periods, plus time for independent research

Materials

Handout #13, "Human Rights: On Trial"
The State of the World Atlas
Resources for independent research on human rights

Procedure

1. List the following human rights situations on the board. Ask the students, in small groups, to decide whether they feel personal responsibility to the people involved in one or more of the situations.

A. Students protesting for democracy in China become political prisoners in the Chinese "gulag."

B. A study has indicated that racial minorities are more likely to receive the death penalty in most United States states.

C. Journalists covering a civil war in Africa are arrested by the government, which claims that they were helping the rebels.

D. Girls in Bangladesh are much less likely to get a secondary education than their brothers.

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E. Rug exporters in Afghanistan use child labor paid the equivalent of pennies per day to weave rugs that are sold for hundreds of dollars.

F. Native Americans have been discouraged from teaching their children their tribal languages.

2. Ask each group to report to the class on its conclusions. In which situations did the students feel personal responsibility? Why? Which situations (if any) did they feel were beyond the sphere of their own responsibility? Why? Encourage discussion and debate on the question of whether or not we bear responsibility for abuses that are far removed from us in distance or experience. Do we have a responsibility to find out about human rights abuses, or is it better not to know?

3. Explain that under international law, it is now possible to prosecute human rights violators--governments as well as individuals. There are also other pressures which we can use to make human rights violators in another country take notice such as boycotts, letter-writing campaigns, etc. (If the students are not familiar with the Universal Declaration of Human Rights and the International Court of Justice in The Hague, refer them to materials on the UN in your media center or local library).

4. Preview the activity by explaining that students will be developing indictments against one country in the world that they think has committed serious violations of human rights. Ask them to list countries which have been accused of human rights violations. Record the names of all countries mentioned by the students on the board. Ask others to make comments on the list. Are there any reasons why a particular region may have more or fewer human rights violations? Is our definition of a human rights violation sometimes culturally biased? Ask the students where they got their information about human rights violations and if they trust the sources? Then ask if some of the countries on the list have made recent progress in dealing with human rights. Remind the students that some of our information may be outdated.

5. Distribute Handout #13, "Human Rights: On Trial". Students may choose one country listed on the handout or a country not listed for which there is sufficient information in the Atlas. Their first step will be to gather information from The State of the World Atlas on human rights in that country. Remind students to think of economic and social rights as well

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as political rights and to note the name and number of the maps from which they get their information.

6. Allow students time to do further research on their countries using sources such as Amnesty International country reports and articles in newspapers and magazines.

7. Review with the students the style and format of a prosecutor's indictment. Each student will then prepare a brief argument for the prosecution against the country which he/she studied. The indictment should include specific charges of human rights violations, supporting evidence and statistics, and a plan for a course of action that could be taken by the United States government or an international agency. (The course of action may be as extreme as extradition or legal sanctions or it may be a boycott, embargo, or letter-writing campaign).

8. Students may present their arguments for the prosecution in front of a "grand jury" or the International Court of Justice, which may vote whether or not to indict the country. Another option is to present the argument for or against certification of progress in human rights, as the United States Congress requires before it will authorize foreign aid to countries such as El Salvador and China. The class could then vote whether or not to certify progress in human rights for that country and what kind of aid, if any, to authorize. (Note: Not only should the prosecution case be presented, but the defense case as well. This is important for two reasons. One is that it adds to the realism of the court case. In addition, it reminds that students that for every issue there are differing perspectives).

Debriefing

These questions are intended to deepen the level of the student's understanding:

- Is there an acceptable level of human rights violations before the international community should become concerned and/or involved? Why or why not?
- What factors should a country and/or an international organization consider in determining a course of action against human rights violations? Should our government avoid interfering in human rights issues in nations which support our policies or from which we get valuable resources?

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- Is any action, even direct military involvement, justified in order to stem human rights violations on the part of a nation?

- (Optional) Invite one or more guest speakers from organizations involved in human rights, i.e., Amnesty International, American Friends Service Committee, the Catholic Church, various Protestant denominations active in mission work, Jewish refugee services, etc.

- (Optional) Contact the Urgent Action division of Amnesty International to get information on specific cases which the students can learn about and respond by writing letters to officials in the countries involved.

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HUMAN RIGHTS: ON TRIAL

Part A - Gathering the Evidence

A number of countries have been accused of serious violations of human rights. Some of these include the former Soviet Union, China, Guatemala, El Salvador, Chile, Cuba, Egypt, the Philippines, South Africa, Israel, India, and Haiti. Choose one of these countries (or another for which you think you would have sufficient evidence). Using The State of the World Atlas, find evidence of human rights violations in that country. Remember to think of economic, political, and social rights. After you have found all the information you can in the Atlas, consult other sources in your media center or local library.

COUNTRY _____

Record your evidence, listing the source--map or other resource--for each piece of evidence. (It is extremely important for you to list the source because it may be challenged when you are presenting your indictment).

Part B - Preparing the Indictment

Present your argument in the form of a prosecutor's indictment. Select only your strongest evidence. Include specific charges, supporting evidence, and a plan for action by the United States government or an international agency. Your teacher will decide if your indictment will be presented orally or in writing. The class, acting as a grand jury or the International Court of Justice, will then vote on whether or not to indict each of the countries. (Your presentation may include charts, photos, witnesses, or any other features of a courtroom presentation).

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WORKERS OF THE WORLD

Introduction

The work situation found throughout the world provides an excellent illustration of a number of concepts/issues that have global ramifications: changing family structure due to more women entering the work force; child labor; the global consumer marketplace; environmental regulations in neighboring countries; cross-cultural awareness; and the consequences of unemployment on people's lives. Recent economic developments such as the formation of NAFTA have made more citizens take notice of the global labor situation. Through this activity, students will gain an understanding of how they are linked to workers in other world regions.

Objectives

Students will be able to:

- Identify ways in which labor is a global concept.
- Investigate the consequences of rural-urban migration on developing countries.
- Analyze the connections between political, economic, and social conditions and the status of labor in a society.

Grade

9-12

Time

Two to three class periods

Materials

Handout #14, "Workers of the World"
The State of the World Atlas

Procedure

1. As a warm-up exercise, ask the class the following questions:

- What are your perceptions and definitions of work?
- What role(s) does work play in people's lives?
- What are some of the major categories of work (agricultural, service, industrial)?
- What are some of the major changes in work patterns in recent years? (i.e., transition from industrial to service in the United States, factories moving to Mexico or Asia).
- What are some of the common problems (i.e., inflation, unemployment, safety concerns) experienced by workers throughout the world?

2. Distribute copies of the Atlas and Handout #14, "Workers of the World." Students can complete the handout individually or in pairs. Review the directions for Part A and give students time to complete it. Discuss their answers, emphasizing the concept of movement--that labor in an industrialized society becomes much

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more mobile than in most agricultural societies, affecting the social cohesion of many developing countries. For example, in Africa, many men work in the city, leaving their wives and children in the villages to tend the farms. Urbanization and the movement of workers has even affected the spread of diseases such as AIDS in developing countries.

3. Review the directions for Part B. Make sure that students understand the meaning of a correlation -- that two or more factors tend to be related, but that they do not necessarily imply a causal relationship. After the students have completed the section, discuss their answers. Reinforcing the theme that workers are no longer isolated within their own country, but are affected by what happens outside their borders. The European Union, as an example, now has much more free movement of labor within its member states, a situation that NAFTA envisions later in its development.

Follow-Up

1. Have students select an occupation found throughout the world and compare/contrast that job as it exists in another culture (Poland, China, Japan, etc.) and in our culture. They could investigate such items as the status, working conditions, salary, training or education needed, and changes within the occupation (i.e., farming from small scale to agribusiness).

2. Invite a guest speaker from another culture to talk about work, labor unions, and working conditions. Then invite someone with that same job who is from your country. Students should be expected to ask questions so that they could make some cross-cultural comparisons.

3. Debate the role of immigration laws and border control in affecting the labor supply in the United States. Compare the migrations of workers to the United States to workers migrations in other areas such as the Middle East and Europe. See Map 25 insert.

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WORKERS OF THE WORLD

Part A - Urbanization

Directions: Answer all questions in this section by using the maps in The State of the World Atlas. Record specific evidence and examples.

1. Map # 6 in the Atlas illustrates a major phenomenon taking place in many developing countries--vast numbers of people moving from the countryside to urban centers, for example, Mexico City.

List the nineteen cities of Asia, Africa, and Latin America which are in the list of the world's 21 largest cities. See chart on Map #6.

_____

_____

_____

2. In which world regions is the urban population growing most rapidly?

(See insert - Map #6) _____, _____, _____

3. Refer to Maps #12, 15, 34, 41, and 42 to find four possible reasons for this migration to the cities. Record the Map titles and specific facts to back up your answer.

_____

_____

_____

_____

4. Partly because of the massive migration to the cities of the developing world, the position of workers in the urban areas has deteriorated. Using Maps #18, 22, 23, and 24, list and describe several problems faced by labor in developing nations. Include Map titles and specific facts.

_____

_____

_____

_____

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Part B - Correlation

Directions: For each of the following statements, look for evidence to see if there is a correlation (relationship) between the factors stated. Remember that "correlation is not causation"; in other words, two factors can tend to appear together without necessarily meaning that one causes the other.

1. Refer to Map #21. Is there any correlation between the percentages of the work force engaged in agriculture, industry, and service and the national income of a country (Map #31)? Explain your answer, using specific examples from the maps.

_____

_____

2. Refer to Maps #11 and 23. Is there a correlation between a country's per person purchasing power and the strength of its labor unions? Explain, using specific examples.

_____

_____

3. Is there a correlation between the degree of independence enjoyed by labor unions and the type of government? Explain, using specific examples (Maps #23 insert and 30).

_____

_____

4. Refer to Map #24. Is there any correlation between cultural attitudes (religious, social norms) and women as workers? Use information on the map and your own background knowledge. Give specific examples. (Another map that would be useful for this question is Map #45).

_____

_____

5. What do you see as the most urgent problems facing the workers of the world? If you were a delegate to a conference sponsored by the International Labor Organization, what agenda items would you suggest that would be of concern to all workers?

_____

_____

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RICH NATIONS/POOR NATIONS

Introduction

By the year 2000, it is estimated that over half of the world's population will be living in poverty. This gulf between "rich" and "poor" nations has been described as a competition between the "haves" and the "have-nots" and as the "North/South" dichotomy. Through this activity students will see the importance of this issue in an interdependent world. They will study conditions in the "poor nations" to realize the basic needs that are denied people in this situation. Students will examine the consequences and tensions resulting from this situation and evaluate alternative responses on the part of the "rich" nations.

Objectives

Students will be able to:

- Identify causes of the gap between rich and poor nations.
- Examine the regions and countries most affected by it.
- Analyze its consequences on a national and global basis.
- Identify the basic needs denied or limited to people living in poor nations.

Grade

9-12

Time

Two to three class periods

Materials

Handout #15, "Rich Nations/ Poor Nations"
The State of the World Atlas

Procedure

1. For a warm-up activity, ask students for their perceptions of developing countries. Ask them to speculate on how we are perceived by people in developing countries. Put these perceptions on the board to facilitate discussion. Suggested topics on which perceptions differ:

cultural influence (entertainment, fashion, etc.)
freedom
idea of progress
role of technology
size and role of the family
values/attitudes
work ethic

To follow up on this exercise, ask students how they might check on the accuracy of their perceptions.

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2. Distribute copies of the Atlas and Handout #15, "Rich Nations/ Poor Nations." Refer students to Map #11 in the Atlas. Identify which hemisphere--north or south--contains most of the poor nations. Explain the use of the terms *North* and *South* to represent the rich industrialized countries and the poorer developing countries.

3. Review the directions for questions 2-7 on the handout. Allow time for students to locate the answers in the Atlas.

4. Check and discuss student answers, challenging them to give proof that the gap between rich and poor nations is (or is not) actually widening. What about the countries which seem to be "making it"? (question #5) What do they have that the others do not? (Review items listed by the students as basic needs that are often denied to people in developing countries, such as food, healthier, clean water, education, and a job). To follow this up, discuss what happens when these needs are denied. What attitudes and social/political problems might result?

5. As a class discuss the major consequences of the rich nation/poor nation gap on global economics and politics. Some items brought up might include:

allocation of food	payment (or nonpayment) of debts
environmental damage	population
foreign aid	refugee problems
military conflict	

6. Discuss the moral questions associated with this gulf, referring to question #7 on the handout, which lists 18 countries that give a greater percentage of their GNP to development aid than does the United States. To what degree is the pattern of consumption in rich societies such as the United States, Canada, and Western Europe a factor? What responsibilities (if any) should a rich nation take to help correct the situation? (A possible discussion starter is to use the lifeboat analogy. There is only so much food and money to be distributed on a global basis. Those countries who can do something with it receive aid; those who would not use it effectively receive less or no aid. Debate whether or not this is a fair solution).

Follow-Up

1. Invite guest speakers from an international development agency who have worked on projects in developing countries to share their experiences with the class.

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2. In small groups have the students create a series of scenarios describing the global situation in the year 2020, if the gap continues to widen at its present rate.

3. Assign students to do a report on the lifestyle of a "typical" family in a developing nation. Items to be considered may include caloric intake, income, consumption patterns, and daily time schedule.

4. Have students research development projects by one or more of the following agencies.

CARE
151 Ellis St N.E., Atlanta, GA, 30303-2439, (404) 681-2552

Church World Service
P.O. Box 968, Elkhart, IN 46515, (219) 264-3102

Heifer Project
P.O. Box 808, Little Rock, AR 72203, (501) 376-6836

The Institute of Cultural Affairs
4714 Rockwood Street, Houston, TX 77004 (713) 747-7543

International Development Enterprises
710 Kipling Suite 204, Lakewood, CO, 80215(303) 232-4336

National Committee for World Food Day
1001 22nd Street, NW, Washington, D.C. 20437, (202) 653-2404

Peace Corps
140 E. 19th Avenue #550, Denver, CO 80203,(303) 866-1057

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RICH NATIONS/POOR NATIONS

Directions: Answer all questions by using The State of the World Atlas and your general knowledge.

1. Refer to Map #11. In which hemisphere--north or south--are most of the poorer nations (lower purchasing power per person)?_____

Explain the meaning of the phrase *North/South gap.* _____

_____

2. Identify five other maps in the Atlas which illustrate the gap in power between rich and poor nations. Use the map number and name and list examples of a gap between rich and poor nations shown on the map.

Map Name and #	Examples of Gap
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Identify four economic and political reasons why a gap exists between the rich and poor nations. Refer to specific maps in the Atlas and give examples.

Map Name and #	Reasons Why the Gap Exists
_____	_____
_____	_____
_____	_____
_____	_____

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4. List four maps in the Atlas which give information about the basic needs denied to many people living in poor developing nations.

Map Name and #	Basic Needs Denied
_____	_____
_____	_____
_____	_____
_____	_____

5. Name several countries which are difficult to classify as either rich or poor because their economy and quality of life place them in the middle.

_____ _____ _____

What characteristics do these countries seem to have that have helped them to develop?

_____

6. Examine the maps in the Atlas for evidence to indicate whether or not the gap between the rich nations and the poor nations is getting greater or smaller. State your position and present your evidence. If you feel that there is insufficient evidence, which questions would you ask and which kinds of sources would you consult?

_____

_____

_____

_____

_____

7. Refer to the list of countries in the chart of official development assistance on Map #43. List the countries which give a higher percentage of their gross national product for development aid than does the United States (18 countries) (Note that these figures exclude private aid through non-governmental organizations).

_____

_____

_____

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REFUGEES: PEOPLE ON THE RUN

Introduction

In 1994, the United States Committee for Refugees estimated that there were 47 million people in the world who were refugees, having fled their homes in fear for their lives. This number is larger than the population of many nations in the world. The figure does not include those referred to as "economic refugees," people who have fled from an area where they cannot make a living. Citizens of the recipient nations, such as Germany, the United States, Canada, and Pakistan, have become aware of the issue because of the increase in numbers. From 1985 to 1995, the number of people officially recognized as refugees doubled and the recipient nations began to set up barriers to further immigration. In this activity students will gain an understanding of a problem which, because of its scale and human dimension, demands more attends. Why have refugees become a global issue? What impact does this situation have on a regional and global basis? What do we do to ease or correct this human plight?

Objectives

Students will be able to:

- Identify reasons why there are large numbers of refugees.
- Evaluate the impact of this situation on a regional and global level.
- Begin to understand the problems associated with becoming a refugee.
- Become aware of some solutions to deal with this problem/issue.

Grade

9-12

Time

Two to three class periods

Materials

Handout #16, "Refugees: People on the Run"
The State of the World Atlas

Procedure

1. As a warm-up exercise, ask the class to discuss their perceptions of what a refugee is. Have them describe what it might be like to be a refugee--being deprived of basic needs and rights. Make sure that they are aware of the official UN definition of a refugee, someone who has fled his/her country because of a "well-founded fear of persecution." On Map #42 in the Atlas, the authors use a broader definition which includes internal refugees. (See Notes, p. 150).

2. If possible, invite a speaker who came to this country as a refugee to share his/her experiences with the class. Another possibility would be to invite a

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representative of an organization that assists refugees coming into our society.

3. Distribute copies of the Atlas and Handout #16, "Refugees: People on the Run." Refer students to Map #42. Ask them to comment on the scale of the refugee problem. What strikes them most when they look over the maps and charts? Have the students identify the geopolitical areas which generate most of the refugees in the 1990s. Discuss the similarities and differences in the situations faced by refugees who have fled their country and those who are "internally displaced," or refugees within their own country.

4. Direct students to use Map #42 and other appropriate maps in the Atlas to find reasons, within specific geopolitical areas, for these homeless people. They should list those reasons on the handout, indicating the map from which they got the information. (If students need some hints to get started, ask them what kind of events might cause someone to become a refugee and assist them in looking through the Contents or Index to find the appropriate maps).

5. Review the directions to question 2, emphasizing that in this part of the activity they are looking at the effects of the refugee situation on a region and/or on a global level. Because of urbanization and the large number of people in squatter settlements in many countries with refugees, there has also been an environmental impact. If students have difficulty finding answers to this question, direct them to the Middle East, where the impact of the Palestinian refugees is clear. Allow time for the students to complete this question and then discuss their answers, noting the different conclusions or perceptions that the students made based on the same information.

6. For a somewhat different but related topic, ask students to refer to Map #8, "Diasporas". Explain that some of the people involved in these massive movements were forced to go, while some left their original homes for economic or cultural reasons. Ask the students to compare the situation of people involved in the diaspora to that of a refugee, recording their answers on question 3 of the handout.

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7. As a class, discuss what measures could be taken to help correct the plight of the refugees. Point out that some groups of refugees, such as the Palestinians, have been in that condition for many years. Include some of the following questions:

- What kind of refugee assistance is most helpful?
- To what extent should wealthier nations, not directly affected, help?
- Should there be international pressure on some nations (such as Japan) to accept more refugees?
- What responsibility, if any, falls on the government whose people are fleeing?
- Why is it that in many cases people react only when the situation becomes a crisis? (Remind students of the famine in East Africa and "We Are The World").

Follow-Up

1. Plan a debate on the United States policy toward refugees. One position could be "open door", such as Germany's former policy, and the other could be restrictive, especially from the point of view of the labor unions.

2. Assign students to write case studies of refugees to the United States from various countries. Encourage them to interview a refugee from that country as one of their sources.

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General Background Information on Refugees-1994

Countries which generated the largest number of refugees in 1994:

Afghanistan
Azerbaijan
Bosnia-Herzegovina
Croatia
Liberia
Mozambique
Rwanda
Tajikistan

Some repatriation of refugees--voluntary or forced--has taken place since 1990 to the following countries:

Afghanistan
Burundi
Ethiopia
Iraq
Mozambique
Rwanda
Somalia

Continents which have generated the highest number of refugees in 1994:

	Reasons
Africa	Rapid population growth & slow economic growth, unemployment, ecological disasters, civil wars
Asia	Continuing conflict in Afghanistan, Cambodia
Europe	War in former Yugoslavia, economic crises in former Soviet Union

In 1994 the United Nations spent $ 1 billion more on refugees and peace keeping than on economic development.

Countries to watch because they are likely to generate refugees in the future:

Algeria
Iraq
Myanmar (Burma)
Sudan
Zaire

The statistics on this page are from Hal Kane, "Refugee Flow Unabated," Lester R. Brown, Nicholas Lenssen and Hal Kane, Vital Signs 1995 (New York: W.W. Norton, 1995), p. 102-103.

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REFUGEES: PEOPLE ON THE RUN

Directions: Answer all questions below using the maps in The State of the World Atlas.

1. Refer to Map #42, "Refugee Makers." According to this source, what was the total number of refugees in the world in 1994? _____million

How many of these were "internal refugees"--within their own country?

_____

What has happened to the number of refugees since 1990? (Be specific).

_____

Which countries or geopolitical areas have produced the greatest number of refugees?_____

Using the information of Map #42 and other maps in the Atlas, find reasons why there is a refugee problem in particular countries and areas. Look for Political, Economic, Social, and Environmental reasons. Write your answers on the chart below, including the Map number and name and specific evidence.

Reasons for the Refugee Problem

Political Reasons	Map	Evidence
Economic Reasons	Map	Evidence
Social Reason	Map	Evidence
Environmental Reason	Map	Evidence

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2. The refugee problem has not just affected the home country--surrounding countries and even countries on the other side of the globe have been impacted by the refugee problem. Use the inset map on Map #42 and other maps in the Atlas to find ways in which the refugees have affected specific regions and/or global systems.

Regional Level (specify region)	Map	Evidence of Impact

Global Level	Map	Evidence of Impact

3. Map #8, "Diasporas," shows the migration of large number of Africans, Chinese, and Indians and the countries in which they live today. Examine the maps and charts and refer to the Notes on page 135. Compare the situation of the diaspora to that of refugees. What are some of the similarities and differences?

Similarities

Differences

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WORLD TRADE: BATTLEGROUND FOR THE 1990s?

Introduction

Between 1982 and 1992, the value of exported goods worldwide nearly doubled. Free trade zones such as the European Union, NAFTA, and APEC (Asia Pacific Economic Cooperation) have proliferated and the recent GATT agreement lowered trade barriers worldwide. Expanded trade is expected to add billions of dollars per year to the global economy primarily to the industrialized nations. Meanwhile, commodities, the exports of many developing nations, have reached a new low in relation to the price of manufactured goods. In this activity students will update their knowledge of the "winners" and "losers" in the current trade situation and analyze information about the related issues of inflation, the debt crisis, and environmental standards.

Objectives

Students will be able to:

- Identify nations which have experienced the greatest increases and decreases in their share of world trade.
- Analyze the relation between dependence on one or two export commodities and a nation's economic stability.
- Explain connections between trade patterns and domestic inflation, debt, and environmental standards.
- Hypothesize about trends in world trade competition.

Grade

9-12

Time

One class period

Materials

Handout #17, "World Trade: Battleground for the 1990s?"
The State of the World Atlas

Procedure

1. Write the following statistics on the chalkboard or make a transparency for the overhead projector:

	1960	1980	1990
US Imports	$23,670 mil.	$333,774 mil.	$698,483 mil.
US Exports	$30,556 mil.	$343,241 mil.	$603,169 mil.

Ask students to calculate the percentage increase in imports and exports during this thirty year period. Show how these figures illustrate the transition for a United States trade surplus to a trade deficit. Discuss the impact of these changes by asking the following questions:

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- How might these changes affect the daily lives of United States citizens?
- What is the United States government doing to try to reduce the trade deficit? (Make sure they mention the trade talks with Japan).

2. One of the most important statistics issued each month by the United States government is the trade deficit. Ask students to locate the latest trade deficit figures in the library or by calling a government agency. Discuss links between the deficit and trade legislation in Congress, the stock market, and the prices of imported goods.

3. Ask students which nations they believe have increased their share of world trade during the past ten to fifteen years. Tell them to think of products that their families have bought recently and from where they came. List the nations on the chalkboard.

4. Distribute copies of Handout #17, "World Trade: Battleground for the 1990s?" and The State of the World Atlas. Tell students to refer to Map #35, "Product Power." Help them read the scale and key if necessary. Individually or in pairs have students complete questions 1-6 on the handout.

5. Use the key to check student's answers for questions 1-6. Compare the data with the list of nations they believed had increased their share of world trade. Ask students:

- Which did you accurately predict?.
- Which surprised you?
- What products have helped these nations gain a competitive advantage?
- To hypothesize about trends in world trade competition.

6. Have students complete the remaining questions on the handout. Check answers with the key. Encourage students to support their answers with specific data from the maps and to point out the connections between the issues and world trade.

7. Discuss the following questions:

- How are patterns of world trade linked to financial factors such as inflation and currency exchange? (Use the example of the Mexican peso devaluation in December 1994. How did that affect Mexico's trade with the United States?)
- What options do the debtor nations have if they want to operate within the global economic system?

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What options do the lending institutions have? How is the debt crisis linked to world trade?

- How has the environment become a key issue in world trade? What argument is given by developing countries against worldwide environmental standards?
- Do you believe that the new free trade zones will benefit the industrialized nations and further handicap the developing nations? Why or why not?

Follow-Up

1. Ask students to collect news articles related to world trade.

2. Invite businessmen active in international trade to speak to the class about the changing world trade situation.

3. Assign students to check the newspaper for foreign currency exchange rates. Chart them for several weeks to see how they fluctuate.

Key to Handout #17, "World Trade: Battleground for the 1990s?"

1. Answers will vary and may include the following: Belgium, Canada, China, France, Germany, Hong Kong, Italy, Japan, Netherlands, Singapore, South Korea, Spain, Switzerland, United Kingdom, United States, and Taiwan.

2. Answers will vary and may include the following: Belgium, Hong Kong, Israel, Japan, Kuwait, Netherlands, Singapore, South Korea, Switzerland, Taiwan, United Arab Emirates, and United Kingdom.

3. Australia, China, India, Russia, Zaire, and many other African countries.

4. Austria, China, Hong Kong, Ireland, Malaysia, Portugal, South Korea, Taiwan, and Thailand.

5. Algeria, former Czechoslovakia, Hungary, Iran, Libya, Nigeria, Oman, Poland, Romania, Saudi Arabia, Venezuela, and former Yugoslavia.

6. Answers will vary.

7. Answers will vary. Many are oil-exporting nations affected by the drop in the price of oil. Others have been involved in wars (Iran, Kuwait), or changes in government and economic system (former Czechoslovakia, Hungary, Poland, Romania, Russia).

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8. Nations with a high rate of inflation-- Albania, Angola, Brazil, Cambodia, Iraq, Russia, all other former Soviet republics except Estonia and Latvia, Sudan, former Yugoslavia, and Zambia. World regions with the most serious inflation are Eastern Europe and the Former Soviet Union and Latin America.

9. Nations with serious national debts include the following: Burkina Faso, Georgia, Guinea-Bissau, Moldova, Nicaragua, Oman, Sweden, Ukraine, Yemen, and Zaire. Some nations with high national debt were changing to a market economy (Georgia, Moldova, Ukraine), some had civil conflict (Georgia, Nicaragua, Yemen, Zaire). Some experienced environmental disasters (drought in Zimbabwe, etc.).

10. 19.1% of the world's greenhouse gas emissions are from the United States. Nations with high energy efficiency include Austria, Belgium, France, Germany, Italy, Japan, Peru, Spain, and United Kingdom. Nations which are least energy efficient include Algeria, Bulgaria, China, Egypt, Hungary, India, Iran, Pakistan, Poland, Romania, Saudi Arabia, and South Africa. In general, highly industrialized nations tend to be more energy efficient, particularly Japan and the Western European nations, who have learned to conserve energy because they must import fuel. The oil producers, former communist nations of Eastern Europe, and developing nations tend to be less energy efficient. Standards for efficient energy use and greenhouse gas emissions were a major topic at the Earth Summit in Rio. The issue is tied to trade because developing nations do not want to invest in expensive environmental controls because they think it will price them out of the market.

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WORLD TRADE: BATTLEGROUND FOR THE 1990s?

Directions: For this activity, use Map #35 and other specified maps in The State of the World Atlas.

1. On Map #35 the scale of the map is based on each nation's share of exports in world trade. List ten nations which appear (by visual inspection) to be among the top nations in the world in exports.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

2. Which of these nations have an unusually large share of world trade considering their small geographic size? (List up to five. See Map #50 for a perspective on the actual size of each nation).

_____ _____

_____ _____

_____

3. Which nations and/or regions have a disproportionally small share of world trade considering their large geographic size? (Name up to five).

_____ _____

_____ _____

_____

4. Using the color key on Map #35, list five nations which have expanded their share of exports by more than two-thirds between 1982 and 1992.

_____ _____

_____ _____

_____

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5. List five nations which experienced at least a one-third decline in their share of exports during the same period--1982-1992.

_____ _____

_____ _____

_____

6. Choose two nations listed in question #4 which have expanded their export share and explain what kind of product each nation is selling and why it has become so successful. (Use Maps 21, 34, and 36).

_____

_____

7. Refer to Maps #4 and 34. Choose two nations in question #5 which have experienced a decline in their export share and explain what kind of product each nation is selling and why it has lost export value.

_____

_____

8. On Map #44 find five nations with the highest annual inflation rates.

_____ _____

_____ _____

_____

Which world regions have had the most serious problem with inflation?

_____

9. Map #43 shows which nations have budget deficits. Name three nations which have the most serious national debt.

_____ _____

_____

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From your general knowledge and/or other maps in the **Atlas**, what conditions in these nations might have caused them to fall into debt? How is their debt related to world trade?

_____

_____

_____

10. The use of fossil fuels and the efficiency of energy usage has become an issue since some scientists became concerned about global warming. Refer to Map #3. What percentage of the world's greenhouse gas emissions are from the United States?_____

Name three nations which have high energy efficiency:_____

_____ _____

Name three nations which are least energy efficient: _____

_____ _____

Is there a difference between developing and developed nations in energy efficiency?_____ Explain how this could become an issue.

_____

_____

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GUNS OR BUTTER?

Introduction

With the end of the Cold War, hopes were raised of a "peace dividend," an opportunity to shift resources from the nuclear arms race to development. The United Nations has taken over a peace-keeping role with mixed results. Many of the wars found in the 1990s involved civilians. UNICEF estimated that during the last decade 2 million children died in civil wars, greater than the number of soldiers killed. In spite of the fact that world governments are spending an unprecedented amount on disarmament and other efforts to reduce the chances of war, they still spend $50 on the military for every $1 spent on peace and disarmament.[1] In this activity the students will examine the characteristics of military spending, compare it to spending on health, and identify conflicts that have occurred since 1990. The struggle between guns and butter is not over even if the Cold War is.

Objectives

Students will be able to:

- Analyze current military spending of selected world nations.
- Identify characteristics of warfare in the 1990s.
- Compare military and social expenditures.

Grade

9-12

Time

One to two class periods

Materials

Handout #18, "Guns or Butter?"
The State of the World Atlas

Procedure

1. Explain to students that the activity focuses on the global role of the military in the 1990s. Ask them to list trends that they see in the world in relation to this topic. They will probably mention the decline in military power of the former Soviet Union, the involvement of the United States and the United Nations in the Persian Gulf, Somalia, and the former Yugoslavia, and the dismantling of some of the United States military establishment (base closings, deactivation of nuclear weapons). Ask if they think that the total amount of money spent on the military on a global basis has gone up, gone down, or stayed the same. Take a straw poll and then write the following information on the board: (The following information was taken from Map #7 of the 1987 edition of the Atlas and Map #38 of the 1995 edition).

---

[1] Michael Renner, Budgeting for Disarmament: The Costs of War and Peace, Worldwatch Paper 122 (Washington, DC:Worldwatch Institute, 1994).

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In 1985, the total amount spent on the military was US$ 800 billion, over half of which was spent by the United States and the Soviet Union. In the mid-1990s the total amount spent on the military had dropped to US$ 600 billion, two-fifths of which was spent by the United States.

Arms expenditures account for a tenth of all government expenditures worldwide.

2. Ask students to calculate the difference between global military expenditures in 1985, and in the mid-1990s (US$ 200 billion). This could represent what some have called the "peace dividend" at the end of the Cold War. However, it is not that simple. Because of the collapse of the former Soviet economy, some of that revenue previously spent on the military just does not exist. In the United States budget, it is difficult to pinpoint what happened to the expected savings.

3. Distribute copies of the Atlas and Handout #18, "Guns or Butter?" Explain the meaning of the title of the handout, the choice which governments face between spending on the military or on social and economic development. Review the directions for the handout. Allow time for students to locate information and record their answers.

4. Check and discuss students' answers to the handout. Review the implications of the data on the maps, reminding students of the initial discussion of trends. Which of their perceptions were most accurate? Which need to be altered? In relation to the questions on wars in the 1990s. Inform them that most wars in the 1990s have been civil wars rather than wars between nations. Over 90% of the deaths in wars in 1990 were civilians, up sharply from previous decades. Two million children have died in civil wars, which are killing more children than soldiers.

Another topic of interest is the dichotomy of reduced United States government spending on the military while United States arms exporters still account for over 45% of world conventional weapons sales.

The economic difficulties of Russia and some of the former republics of the Soviet Union has led to speculation that the nuclear proliferation of the 1990s may be in the form of black market sales to aspiring nuclear powers. Discuss how the end of the Cold War and the dismantling of the superpower military machines might lead to this scenario.

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Follow-Up

1. Have students expand their answers to question 10 into formal position papers, stating actions that should be taken to address the guns and butter issue on a global scale.

2. Research UN peace-keeping operations in conflicts such as Bosnia, Cambodia, and Somalia.

3. Invite guest speakers with experiences in the military, particularly those who can comment on the changes in the world military situation and/or the role of UN peace-keeping forces.

Key to Handout #18, "Guns or Butter?"

1. The top six military spenders in the world are China, France, Germany, Russia, the United Kingdom, and the United States.

2. Nations which have reduced their military spending by more than 50% between 1982 and 1992 include Chad, Guatemala, Romania, Russia, and Zambia.

3. Nations which doubled their military spending (100% increase) between 1982 and 1992 include Armenia, Azerbaijan, Belorussia, Colombia, Eritrea, Estonia, Georgia, Kazakhstan, Kirgistan, Laos, Latvia, Libya, Lithuania, Papua New Guinea, Peru, Tajikistan, Turkey, Turkmenistan, Uganda, Ukraine, Uzbekistan, Venezuela, and the states of the former Yugoslavia.

4. Total military spending in the world in 1994 was US$ 600 billion. This amount is three-fourths as much as public spending on health.

5. Military spending as compared to health spending:

Japan: less than half the amount.
Mexico: up to twice as much.
Russia: twice as much.
South Korea: ten times as much.

6. Nations which have large standing armies according to the map include China, Egypt, India, North Korea, Russia, Taiwan, the United States, and Vietnam.
The world regions with the smallest standing armies are Africa (except for Egypt) and Latin America (except for Guatemala).

The nations with the highest proportion in the army include Cambodia, Israel, Russia, Singapore, and Taiwan. The nations with the lowest proportion in the

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army are Argentina, Brazil, China, India, Switzerland, and Tajikistan.

7. The United States does not have conscription. Other nations which do not have conscription include Australia, Bangladesh, Belgium, Bhutan, Botswana, Burkina Faso, Cameroon, Canada, Congo, Costa Rica, Denmark, Djibouti, Dominican Republic, Gambia, Ghana, Iceland, India, Indonesia, Ireland, Japan, Kenya, Liberia, Malaysia, Mauritania, Myanmar, Namibia, Nepal, Netherlands, Nicaragua, Nigeria, Oman, Pakistan, Panama, Qatar, Saudi Arabia, Senegal, Sierra Leone, Togo, Uganda, the United Arab Emirates, the United Kingdom, Uruguay, Zambia, and Zimbabwe.

Nations which do have conscription and do not allow someone to be a conscientious objector include Afghanistan, Algeria, Angola, Argentina, Belize, Belorussia, Benin, Bolivia, Bosnia-Herzegovina, Bulgaria, Cambodia, Central African Republic, Gabon, Chad, Chile, China, Colombia, Cuba, Mexico, Ecuador, Egypt, El Salvador, Ethiopia, Greece, Guatemala, Haiti, Honduras, Iran, Iraq, Jordan, Kazakhstan, Kirgistan, Kuwait, Laos, Lebanon, Libya, Macedonia, Madagascar, Mali, Mongolia, Morocco, Mozambique, Niger, North Korea, Paraguay, Peru, Romania, Somalia, South Korea, Sudan, Syria, Thailand, Tunisia, Venezuela, Vietnam, Tajikistan, Turkey, Turkmenistan, Uzbekistan, and Yugoslavia,

8. The definition for war used on Map #41:

War is an open and armed conflict, interstate or civil, in which:

- regular government forces are involved,
- there is central organization on both, or all, sides,
- there is some continuity of parties, actions, issues and between clashes,
- more than 25 people are killed in a year.

Between 1990 and 1994 more than 50 nations were at war.

Answers will vary for the last part of the question.

9. The top five exporters of conventional weapons are China, France, Germany, Russia, and the United States.

The top six weapons importers in 1992 were Greece, India, Iran, Japan, Saudi Arabia, and Turkey.

10. Answers will vary.

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GUNS OR BUTTER?

Directions: Use Maps #38, 39, and 41 in The State of the World Atlas to locate the answers to the following questions.

Part A

1. Examine Map #38. Based on an examination of the size of each nation on the map, list the nations which are the top six military spenders in the world.

_____ _____

_____ _____

_____ _____

2. Name three nations which reduced their military spending between 1982 and 1992 by more than 10%.

_____ _____ _____

3. Name three nations which doubled their military spending (100% increase) during that same period (1982-1992)..

_____ _____ _____

4. Refer to the legend on Map #38. What is the total military spending in the world per year? _____

What fraction of total spending on health is it? _____

5. Refer to the color code on Map #38 (military spending compared with public spending on health). Compare military spending to public spending on health in the following nations:

Japan _____

Mexico _____

Russia _____

South Korea _____

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6. Turn to Map #39, "Under Arms." Name 5 nations which stand out by their size on the map as having the largest armies.

_____ _____ _____

_____ _____

Which world region(s) have the smallest armies? _____

The chart on the lower left of Map #39 shows the number of people in military service compared to the number of men aged 18-22. Which five nations have the largest number in the army?

_____ _____ _____

_____ _____

Which six nations have the fewest in the army?

_____ _____ _____

_____ _____ _____

7. The inset map on Map #39 shows which world nations have *conscription* (the draft) and those which allow an individual to be a conscientious objector. Does the United States have conscription?_____

Name three other world nations which do not have conscription.

_____ _____ _____

Name three nations in which individuals are conscripted and not allowed to claim conscientious objection.

_____ _____ _____

8. Refer to Map #41, "Smoking Guns." What definition does the map use for *war* ?

_____

_____

_____

_____

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How many nations were waging war inside or outside their borders between 1990 and 1994? _____

Choose three of the nations which were involved in new wars in the 1990s according to the map. For each nation describe the conflict in which it was involved. (Base your answer on your general knowledge of current events).

Nation	Conflict
_____	_____
_____	_____
_____	_____

9. The insert at the lower left of Map #41 shows which nations are the top ten exporters and importers of conventional weapons (guns, tanks, etc.) in the 1990s. List the top five weapons exporters.

_____ _____ _____

_____ _____

According to the chart, which nations were the top six weapons importers?

_____ _____ _____

_____ _____ _____

10. Summarize what you have learned from the maps in the Atlas about changes in the world military situation in the 1990s. What do you see as the greatest dangers? What are the most encouraging signs?

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POWER PLAY

Introduction

One way of viewing relations between nations is as a complex set of power struggles, with power being expressed in a variety of forms, including military, economic, political, and through the control of resources. In this activity, students explore the concept of power on a global scale, analyze the relative power of a particular country, and plan a suitable course of action for that country in a simulated world crisis.

Objectives

Students will be able to:

- Define power in a global context
- Analyze the potential forms of power available to a particular nation
- Respond to a simulated world crisis within the role of a particular nation and its power options.

Grade

9-12

Time

Two to four class periods

Materials

Handout #19, "Power Play" (Copy Part A and Part B on separate sheets).
The State of the World Atlas
Resources for individual nation analyses (almanacs, on-line data on world nations, etc.).

Procedure

1. Brainstorm with the class, as a large group, all the forms of power available to nations on a globe basis. Make sure that the concept is interpreted in the broadest sense, and that forms of power such as food power, financial power, and technological power are included.

2. Distribute Handout #19, "Power Play", Part A, "Power Profile". Assign each student or small group of students a country or region. Using The State of the World Atlas as well as other suitable resources, have them construct a "power profile" of that country or region. You may wish to add other forms of power to the profile based on class discussion in Step 1.

3. Point out that the information in the Atlas represents a point in time and does not, in many cases, indicate *potential* power. Encourage students to hypothesize about potential forms of power available to their nation or region. They may find answers in other sources, but indicate that for the purposes of this activity they should be creative and try to project global as well as regional trends.

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4. After students have completed their power profiles, distribute copies of Handout #19, "Power Play", Part B, "A Simulated World Crisis." Review the main facts in the scenario and make sure that the students understand the meaning of the term *fundamentalist* and the policies which many Islamic fundamentalists advocate. (Note: See Map #45 to see which Islamic nations would be classified as fundamentalist. Note that the map does not distinguish between Sunni and Shiite (Shia) Muslims, an important distinction in Middle East politics. Saudi Arabia and the rest of the Gulf States are controlled by Sunni Muslims who would not ally themselves politically with Iran or the new revolutionary government of the United Arab Emirates. Saudi Arabia has strong ties to the United States).

5. Tell students that they have two tasks in the simulation: (a) to decide on a course of action as an individual country that will maximize their potential power, and (b) to make the necessary alliances with other nations to protect and enhance their own power. (Note: The group representing the United Arab Emirates should revise its power profile, if necessary, to reflect its new revolutionary government. In particular, they should strengthen their relationship with Iran).

6. After all alliances have been made, ask each of the resulting groups of nations to report to the rest of the group on their plan of action. Decide through discussion what the outcome of the crisis would be based on the actions of each nation and alliance.

7. Debriefing questions should include the following points:

- What forms of power seemed most effective?
- Which seemed most irresponsible?
- What role did ethics or morality play?
- On what bases were alliances made?
- Which forms of power will probably become more effective in the next fifty years?
- Which will become less effective, especially after the end of the Cold War?
- Is there power in numbers, or can one or two nations continue to control the centers of power in the world?
- What are the alternatives, if any, to global power struggles?

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POWER PLAY

Part A - Power Profile

Choose one nation from the list below. Using the maps in The State of the World Atlas, evaluate the forms of power available to that nation. Rate your nation on the scale below for each form of power. Shade in the horizontal bars to represent the strength of your nation relative to the rest of the world's nations. For example, a nation that has to import much of its food would be Weak or Low for that form of power. By examining a nation's Power Profile, you can see its strengths and weaknesses and plan a course of action which will maximize its strengths.

List of nations: Brazil, Canada, China, Egypt, France, Germany, India, Indonesia, Iran, Iraq, Israel, Japan, Kenya, Mali, Mexico, Pakistan, Peru, Qatar, Russia, Saudi Arabia, Singapore, South Africa, United Arab Emirates, United Kingdom, United States, and Zaire.

POWER PROFILE

Name of nation: _____

Form of Power	Weak	Low	Average	High	Superpower
Energy Power					
Financial Power					
Food Power					
Industrial Power					
Military Power					
National Income					
Product Power					
Science Power					
(Other)					

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Part B - A Simulated World Crisis

Directions: Review the following scenario and plan how your nation can most effectively use the forms of power available to it during the crisis.

It is the year 2010. The world is facing a severe crisis caused by the action of fundamentalist Muslims who have come to power in the United Arab Emirates (now renamed the United Arab Islamic Republic, UAIR). The United Arab Islamic Republic is closely allied with the successors of the Ayatollah Khomeini who still control Iran. In response to the revolution in the United Arab Emirates, the United States has refused to send them spare parts needed to keep their oil refineries operating. The leaders of the UAIR, in retaliation, blockaded the Straits of Hormuz (the entrance to the Persian Gulf) and have refused to allow oil shipments destined for the United States and its allies to pass through the Straits. As a result, the price of oil on the world market has increased drastically. Nations in the developing world without access to alternative forms of energy are in a precarious situation. Prices of manufactured goods from industrialized nations have also jumped. Complicating the situation is a split in the Muslim World between the revolutionaries and advocates of a more moderate approach. Nations on all sides of the conflict are meeting to decide on a course of action.

Take notes on your plan of action and alliances below:

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RESEARCH

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STATISTICS: USE AND ABUSE

Introduction

The State of the World Atlas is a valuable resource for students, but, like any statistical source, it has its limitations. In this activity the student turns a critical eye on the source itself and statistics in general. For what kinds of questions is the Atlas most appropriate? What is left out, either by selection or by the quantitative approach? Do the authors have a recognizable bias? How can students supplement the information from the Atlas?

Objectives

Students will be able to:

- Analyze the nature of information presented in The State of the World Atlas.
- Evaluate the Atlas as a source of information on international relations.

Grade

7-12

Time

One class period

Materials

Handout #20, "Statistics: Use and Abuse"
The State of the World Atlas

Procedure

1. Ask students to list the characteristics of someone they would trust to bring them good notes on an important class or meeting that they had missed. Write these characteristics on the board. They will probably include accurate, complete, clear, neat, and unbiased (in the case of a controversial meeting). Would it be easier to get notes on a math class or on an American Culture class? Discuss why it is more difficult to communicate the values and more abstract ideas of the culture class than the quantitative nature of the math class.

2. Distribute copies of Handout #20, "Statistics: Use and Abuse" and the Atlas. Explain that this activity will give students a chance to look critically at a source to decide on its most appropriate use and to become aware of its shortcomings. The idea is that the Atlas is not an end in itself, but that it presents an incomplete picture that needs to be filled in through the use of other sources. Use of the Atlas as an "answer book" is abuse, or at least a waste of its potential as a stimulus to curiosity and further study.

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3. Allow time for students to complete the handout. Accept a variety of answers, because the point of the activity is to develop a critical approach to statistical sources. The process is more important than the answers themselves. Discuss their findings. Ask the following questions to conclude the activity:

- What are the greatest assets of this Atlas in studying international relations?
- What are its limitations?
- In which ways is this Atlas better than sources such as an almanac that just list statistics?
- What kinds of questions does it answer most effectively?
- What kinds of questions require information from other sources?
- How does the authors' bias affect their view of the "state of the world"?
- What sources could be used to counter this bias?

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STATISTICS: USE AND ABUSE

Before using a new resource, it is a good idea to carefully analyze it for strengths and limitations. The State of the World Atlas was produced to give a clearer picture of some of the most important developments in global economics, politics, and society. It can be a valuable resource, but like any tool, the user needs to learn which tasks it is most suited for and how to apply it most effectively.

Answer the following questions based on a careful examination of the Atlas.

1. In what year was the Atlas published?_____

2. Examine a selection of maps (at least five) throughout the Atlas. From what year(s) are the data on the maps drawn? (See notes on key for each map). List the name of the map and the date(s) of the data used.

_____

_____

Do you see any problem with these dates? Explain, using specific examples. (Hint- Was there anything going on in the world at that time that would skew the data?)

_____

_____

3. What unusual technique does the Atlas use on Maps #7, 33, 34, etc. to show the relationships between nations and regions in the world? Explain, using examples.

_____

_____

4. Choose one map and explain how the use of symbols and a key effectively illustrates a particular set of relationships. (Map #1 is a good example).

_____

_____

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5. On Map #31, the combined national income of African nations appears very small in comparison with regions such as Europe. From what you know about how national income is calculated, how might this difference be exaggerated? (Hint-What is missing in the national income figures for African nations?)

_____

_____

6. Name two maps which are handicapped by lack of available data? (Data is unavailable for many nations on the map).

_____ _____

7. Why is there no information on Taiwan on a number of maps (e.g., Map #10, #11)?

_____

8. In the Introduction and in their choice of subjects and their editorial comments, the authors show a strong bias. Describe their political perspective in your own words. How might this affect their selection of data?

_____

_____

_____

9. What kinds of sources did the authors use to compile the information on these maps? List five different types of sources. (Use the keys and the list of sources).

_____

_____

_____

_____

_____

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10. For which of the following topics would The State of the World Atlas be an appropriate source? Mark these topics (+). For which ones would it be least appropriate? Mark these (-). In which would you find some information but need to supplement it through the use of other sources? Mark these (0). (Use the Contents and Index).

_____ A cross-cultural look at the 1960s

_____ The power of transnational corporations

_____ Family life in India

_____ The standard of living in Latin America

_____ China's development since 1949

_____ Exploitation of women and children

_____ Global energy resources and consumption

_____ Influence of religion in the Middle East

_____ Transportation facilities in Africa

_____ Most important beliefs of Hinduism

11. From your answers to the questions above, what do you think are the greatest advantages and limitations of The State of the World Atlas as a resource?

ADVANTAGES	DISADVANTAGES

12. If this Atlas were going to be revised for a sixth edition:

a. List three recommendations you would make to the authors for changes in specific maps.

_____

_____

_____

b. List two topics you would suggest for additional maps:

_____ _____

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THE WORLD AS YOU PERCEIVE IT

Introduction

This activity can be used as an effective pre- and post-test for a series of activities using The State of the World Atlas. It is designed to bring out some of the attitudes and perceptions that students have about international relations.

Objectives

Students will be able to.

- Find out students' perceptions about the world after having completed the exercises in this book.

Grade

7-12

Time

One class period or less

Materials

Handout #21, "The World as You Perceive It"
The State of the World Atlas

Procedure

1. Distribute copies of Handout #21, "The World as You Perceive It". Review the directions and allow students time to complete it, making it clear that there are no "right" or "wrong" answers.

2. Discuss students' answers asking them for specific examples to support their attitudes. Use the following questions for further discussion:

- Is the world a frightening place to live in? Why or why not?
- Is the world too complicated or too confusing?
- Is the world controlled by a few powerful people? Can an individual have an impact?
- Is the world shrinking? In what sense?
- Can an individual have impact on the "state of the world"? How?

Bibliography

Cousins, Norman. Human Options. New York: Berkeley Press, 1984.

This book is highly recommended for high school students. On the one hand he states that we should not underestimate the nature of the problems that confront the world. On the other hand, we ought never to minimize our ability to deal with those problems. This can be accomplished through the realization that there are viable options, and then, acting on those options, we can create our futures.

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THE WORLD AS YOU PERCEIVE IT

Please circle the number on the word scale that best expresses your views for each set of words.

"THE STATE OF THE WORLD IS..."

COOPERATIVE	1	2	3	4	5	6	7	COMPETITIVE
FAILING	1	2	3	4	5	6	7	WORKING
IGNORANT	1	2	3	4	5	6	7	INFORMED
INTERDEPENDENT	1	2	3	4	5	6	7	DEPENDENT
INTER-NATIONALISTIC	1	2	3	4	5	6	7	NATIONALISTIC
JUST	1	2	3	4	5	6	7	UNJUST
LARGE	1	2	3	4	5	6	7	SMALL
PEACEFUL	1	2	3	4	5	6	7	WARLIKE
RICH	1	2	3	4	5	6	7	POOR
SIMPLE	1	2	3	4	5	6	7	COMPLEX

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SIDE TRIPS

Each of the following ideas for activities can be used to reinforce or extend the study of The State of the World Atlas. The use of a variety of media and the opportunities to translate ideas into commitment can help to round out the learning experience. Especially for the issues activities, it is important that the instructor be informed of the most recent developments.

1. Assign each student a map from the Atlas to illustrate, either with a collage or photographs, a poster, mobile, or a set of symbols.

2. Make a jigsaw puzzle on "the state of the world," using the major concepts of the book and the theme of interdependence. Encourage creativity.

3. Make a bulletin board where students could put articles or cartoons illustrating what is new relative to one or more of the issues raised by the Atlas.

4. Have students maintain a notebook/journal in which they collect data on any change in an issue. They could also editorialize the data.

5. Laminate a set of maps from the Atlas. Give one to each student. Form groups of three to five. Give each group fifteen minutes to come up with as many correlation's and/or interconnections as they can between two or more of their maps.

6. Allocate a few minutes on a weekly basis to a current events contest or a time for students and teachers to share information on what is new on a given set of issues.

7. Assign each student one map to update by finding more recent or more complete information. (Sources: almanacs, UN statistics, etc.)

8. Ask students to write a brief sales promotion or ad trying to sell one of the following specialists on the usefulness of The State of the World Atlas in his/her work:

Executive of a transnational corporation
Official of the International Red Cross
United States Congress Representative
Farmer in Kansas

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ACTIVITIES USING OTHER STATE OF THE WORLD ATLASES

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THE WORLD'S RELIGIONS

Introduction

A number of issues addressed in The State of the World Atlas are difficult to understand without knowing the religious affiliation of the nations involved. This activity is designed to introduce The State of Religion Atlas to an individual student or to a small group. It may be used as enrichment or as part of a lesson in which each small group works with a single copy of one of the specialized Atlases.

Objectives

Students will be able to:

- Use The State of Religion as a supplementary resource.
- Recognize general patterns of religious affiliation in world regions.
- Analyze the role of religion in conflicts in the 1990s.

Grade

7-12

Time

One class period

Materials

Handout #22, "The World's Religions"
The State of Religion Atlas (single copy)

Procedure

1. The best time to use this activity is when questions about religion have arisen during one of the activities based on The State of the World Atlas. It is largely self-directed, so that it can be assigned for independent study.

2. Provide copies of Handout #22 "The World's Religions" and The State of Religion Atlas. Instruct students how they will report on the activity, whether they will turn in just the written handout and/or give an oral presentation to the class. The presentation can be on the Atlas as a resource, explaining the types of information that can be found in it. A second format for a presentation would be a briefing, explaining background information that relates to the role of world religions in the issue being studied by the class.

Key to Handout #22, "The World's Religions"

1. The State of Religion Atlas was published in 1993.

2. The size of each country on the map is in proportion to the size of its population. Note how large China and India appear.

- Christianity has the largest number of followers worldwide.

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- Some nations appear striped on the map to show two main religions.
- Asia has the largest number of religions represented on one continent.
- Answers will vary for the nations which differ from their neighbors. Two examples would be Albania and Israel.

3. Russia- Christianity; Thailand- Buddhism: Albania- Islam; Nepal- Hinduism.

- Christianity spread to the Philippines between 1450 and 1650.
- The religion of Islam spread to Guinea after 1650.
- Christianity spread to most of North and South America between 1450 and 1650.

4. The term *indigenous beliefs* refers to the religious beliefs of the original inhabitants of an area. Often, but not always, these were religions based on nature. Indigenous beliefs have disappeared in many cultures because of the disintegration of the traditional society under pressure from colonial powers, missionaries, economic modernization, and urbanization.

5. Germany- Lutheran
Ireland- Roman Catholic and Anglican
Latin America and Canada- Roman Catholic
Russia- Orthodox
United Kingdom- Anglican.

Algeria- Sunni (Maliki)
Azerbaijan- Shia (Ithna'ashaariyya)
Iran- Shia (Ithna'ashaariyya);
Saudi Arabia- Sunni (Hanbali);

Thailand- Theravada Buddhism
Vietnam- Mahayana Buddhism (Chinese).

6. Answers will vary.

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7. The continent of Asia has had the most religious conflicts in the 1990s.

- There are several areas of Christian/Muslim conflict in the Caucasus republics of Armenia and Azerbaijan (Nagorno-Karabakh); Georgia; and Chechnya.
- In areas with religious conflict because of the enforcement of strict Islamic law, protesters would be concerned about social freedoms, economic restrictions, and censorship.
- Both Tibet and the Punjab have been fighting to break off from China and India respectively.

8. (See chart in Atlas).

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THE WORLD'S RELIGIONS

This activity uses one of the specialized atlases related to The State of the World Atlas. Answer the questions below by using Maps #1,2,3, and 25 in The State of Religion Atlas.

Part A

1. In what year was the Atlas published? _____
(Remember that most data will be several years older than the publication date, and some change has probably taken place).

2. Refer to Map #1, "Popular Religions." On this map, what does the size of each nation represent (see key) _____

Which religion has the largest number of followers? _____

What is the meaning of the stripes on some nations? _____

_____

Which continent has the greatest number of religions represented?

_____

Name three nations in which people practice one or more religions which are different from that in the neighboring nations. Note the names of the nations, their religion(s), and the religion(s) of the neighboring nations.

_____ _____

_____ _____

_____ _____

3. Map #2, "Arrivals," shows the established religion of each region before the year 1450 (pre-Columbian era). At that time, what was the religion in each of the following nations?

Russia _____ Albania _____

Thailand _____ Nepal _____

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Which religion spread to the Philippines after 1450? _____

When did that religion arrive in the Philippines? _____

Which religion spread to Guinea? _____When? _____

During which time span did Christianity spread to most of North and South America? _____

4. What is meant by the term *indigenous beliefs* ? _____

_____

Why do you suppose indigenous beliefs in all of the countries listed on the tree of "fallen leaves" were superseded (taken over) by other religions in those areas? What led to the decline of indigenous beliefs? (Make a hypothesis).

_____

_____

5. Each religion can be broken down into groups representing different beliefs and rituals. Refer to Map #3.

Which branch of Christianity is in the majority in each of these areas?

Germany _____

Ireland _____(Look closely!)

Latin America and Canada _____

Russia _____

United Kingdom _____

There are two major branches of Islam--Sunni and Shia (Shiite). List the branch in the majority in each of the following nations:

Algeria_____ Iran_____

Azerbaijan_____ Saudi Arabia_____

Which form of Buddhism is practiced in Thailand? _____

Which form of Buddhism is practiced in Vietnam? _____

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6. From what you have learned so far, what can you predict about areas where there might be conflict between religions or between branches of the same religion? (Look at all three maps # 1,2,3).

_____

_____

7. Turn to Map #25. Note the regions of the world which have had the most recent conflicts related to religion.

Which continent has had the most religious conflicts in the 1990s?

_____

Which former republics of the Soviet Union are involved in religious conflicts? (Name the location of the conflict and the religious groups involved).

_____

_____

_____

Describe what you think is happening in the nations in which attempts to enforce strict religious laws have caused conflict.

_____

_____

Name one Asian conflict which is an attempt to establish a separate state.

_____ Who are they rebelling from?_____

8. The charts at the back of the Atlas, "Fundamentals of Faith," outline the basic beliefs of seven world religions. Refer to the chart on the Concept of Time. Compare the concept of a second coming or Judgment Day in at least four world religions. (Answer in a paragraph, citing specific beliefs of each religion).

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HEALTH AND WEALTH

Introduction

The health of people in developing nations is closely linked to their economic development and to the relative commitment of their governments to invest in public health programs. This activity introduces The State of Health Atlas and may be given to an individual student or a small group using a single copy of the Atlas. Students test the hypothesis that developed nations have much better health care than developing nations. The activity involves a number of the maps in the Atlas, which should familiarize them with its use as a supplementary source in the classroom.

Objectives

Students will be able to:

- Use The State of Health Atlas as a supplementary resource.
- Test a hypothesis about health care in developed and developing nations.
- Examine reasons for differences in life span and other health indicators.
- Evaluate trends in global health care.

Grade

7-12

Time

One class to two class periods

Materials

Handout #23, "Health and Wealth"
The State of Health Atlas (single copy)

Procedure

1. Global health issues are closely tied to issues of development and poverty. Use this activity as enrichment for an individual or as part of a lesson in which each small group uses one of the specialized atlases in the State of the World series. It is largely self-directed, although it may be adapted for use with a large group if there are multiple copies of the Atlas.

2. Provide copies of Handout #23, "Health and Wealth" and The State of Health Atlas. Instruct students how they will report on the activity. They may hand in a completed copy of the handout and/or give an oral presentation to the class. The topic of the oral presentation may be an introduction to the Atlas as a resource or it may be more specific. For example, the students could explain how they tested the hypothesis and list examples to support their conclusions.

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Follow-Up

1. Invite a representative of an international health-related agency to speak to the class about his/her experiences in developing nations.

2. Have selected students research aid agencies which are active in providing health care to developing nations. If possible, assist them in planning a fund-raiser to support an agency of their choice.

Key to Handout #24, "Health and Wealth"

Part A

1. Nation	Life Expectancy (Yrs.)	Mortality of Children Under 5 Yrs./1000	Immunized by One Year DPT (%1990)
Developed			
Canada	77.3 yrs.	9	85%
Japan	78.8 yrs.	6	87%
Spain	77.4 yrs.	10	73%
Sweden	77.8 yrs.	7	99%
United States	76.4 yrs.	11	97%
Developing			
Brazil	66.3 yrs.	83	81%
China	70.9 yrs.	42	97%
Egypt	61.6 yrs.	85	87%
Mali	46.0 yrs.	284	42%
Mexico	70.4 yrs.	49	66%

2. Answers will vary, but they should agree that the hypothesis in general is correct.

3. China is a major exception to the pattern in several ways. Its life expectancy is very high relative to the per capita income, and it ranks high in both other categories. (See Introduction, page 8). Students may be surprised that the United States has the lowest life expectancy in the list of developed nations, as well as the highest deaths of children under five years old. Other examples may be given if supported by specific data.

4. China

5. Answers will vary. Students may use maps that show factors such as number of doctors or access to health care, medication, etc.

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Part B

Answers will vary, but make sure they have looked at factors such as nutrition, clean water, education of women, use of tobacco, and preventative health services. (See Introduction, p. 7). Nations experiencing war or other forms of violence (Maps #9 and 10) and natural disasters (Map #8) will have higher death rates.

Part C

1. Brazil- NA
   Canada- cancers
   China- respiratory disorders
   Egypt- respiratory disorders
   Japan- cancers
   Mali- NA
   Mexico- Injuries and poisonings
   Spain- cancers
   Sweden- heart disease
   United States- cancers

2. Rich (developed) nations- cancers, cardiovascular and degenerative diseases, external causes
Poor (developing) nations- cardiovascular and degenerative diseases, infections and parasites, maternal and prenatal.

3. Answers will vary.

Part D

Answers will vary. If they did not include them, refer students to the "success stories" listed on page 8 of the Introduction and to the maps which have inserts showing data from an earlier date (e.g., Map #6). Increases in the use of alcohol and tobacco, air pollution, and the spread of AIDS should be noted as ominous trends.

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HEALTH AND WEALTH

In this activity you will be testing a hypothesis to see if it is generally true or false. After deciding what the general pattern is, you will look for exceptions on the part of particular nations or topics. In all sections of the activity you will be using maps from The State of Health Atlas. Be sure to support all of your conclusions with specific data from the maps and charts in the Atlas.

HYPOTHESIS: **The "state of health" in developed industrialized nations is much better than in developing nations.** (In other words, on a global basis, does wealth equal health?)

Part A - Testing the Hypothesis

1. The first five nations on the chart are considered developed, and the second five are developing nations. As the first test of the hypothesis, collect the data to complete the chart using Maps #6, 11, and 35 and the World Table.

Nation	Per Capita Income 1991[2] (US$)	Life Expectancy (Yrs.)	Mortality of Children Under 5 Yrs./1000	Immunized by One Year DPT (% 1990)
Developed				
CANADA	$19,400	____	____	____
JAPAN	$19,100	____	____	____
SPAIN	$12,400	____	____	____
SWEDEN	$17,200	____	____	____
UNITED STATES	$22,470	____	____	____
Developing				
BRAZIL	$2,540	____	____	____
CHINA	$ 360	____	____	____
EGYPT	$ 720	____	____	____
MALI	$ 265	____	____	____
MEXICO	$3,200	____	____	____

[2]World Almanac 1994. (Yahweh, NJ: Funk and Wagnalls, 1993).

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2. According to your completed chart, is there a correlation between wealth and health (do the developed nations have significantly better health conditions)? Explain your answer, citing specifics from the chart.

_____

_____

3. Are there any exceptions to the general pattern (nations which scored higher or lower in one category than you would expect)? Use examples of developed nations which scored lower or developing nations which scored higher than you would have predicted. If possible, think of theories to explain these exceptions.

_____

_____

4. Which developing nation stands out as providing a high standard of health care on a limited income? _____

5. Find one other map in the Atlas which you could use to evaluate how well a nation provides health care for its citizens. Record the map name and number below. Does the data on the map support your conclusion in question #2? Give examples.

_____

_____

Part B - Finding Reasons

In this part of the activity, you will use the Atlas to find reasons to explain the statistics on the health of the nations used in Part A. Look through the Contents and do a quick survey of the maps in the Atlas to find three maps which illustrate conditions in a nation and its health care system which would impact the health of its citizens. In the space below, write the name and number of each of the three maps and list some examples to explain the differences between the health of people in the ten countries in our sample. (Clue- Look particularly at Maps #1-14 and 27-30).

Map: _____

Map: _____

Map: _____

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Part C - Disease Patterns

1. Some diseases are more common in developing nations, while some are more typical of developing nations. Refer to Map #7, "The Grim Reapers." According to the map, what is the main cause of death in each of the countries in our sample? Use NA if there is no data on the map.

Canada_____ Brazil_____

Japan_____ China_____

Spain_____ Egypt_____

Sweden_____ Mali_____

United States_____ Mexico_____

2. According to the pie chart on Map #7, what are the three most common causes of death in the developed (rich) nations?

_____ _____ _____

What are the three most common causes of death in developing (poor) nations?

_____ _____ _____

3. Find two other maps which show the incidence of particular diseases or poor health habits. Check these maps for evidence related to the ten nations in our sample. Take notes below, including the map name and number and specific examples relating to one or more of the ten sample nations.

Map: _____

_____

Map: _____

_____

Part D - Are Things Getting Better or Worse?

What signs do you see that the "state of health" in the world is improving? What signs are there that serious health problems lie ahead? Use the maps, p. 8 of the Introduction, and the Notes to the Maps to locate information. Write a short paragraph giving your "diagnosis"--Is the patient (the world's people) getting better or worse? (Optional--what would you prescribe?)

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